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**THE BENEFITS OF THE SUBTITLED FILMS IN TEACHING ENGLISH**

**MA Thesis**

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Bu tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını bildiririm.

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### ÖZET

Beş bölümden oluşan bu çalışma, İstanbul'da bulunan T.C. Milli Eğitim Bakanlığına bağlı özel ilköğretim okulunun birinci sınıftan beri yoğunlaştırılmış İngilizce eğitimi programına tabi olan altıncı sınıf öğrencileri üzerinde İngilizce altyazılı orijinal filmlerin İngilizce eğitimi üzerine etkilerini araştırmayı amaçlamaktadır.

Araştırma için her biri yirmi öğrenciden oluşan bir deney grubu ve bir kontrol grubu seçilmiştir. Deney grubundaki öğrencilere İngilizce okul müfredatı İngilizce altyazılı film izleme etkinlikleri vasıtasıyla takip edilirken, kontrol grubundaki öğrencilere okul müfredatı yoğunlaştırılmış klasik alıştırmalar vasıtasıyla takip edilmiştir.

Her iki gruba performansını ölçmek amacıyla ön-test ve son-test uygulanmıştır. Bu testlerden elde edilen veriler A Mann Whitney U testi ile analiz edilmiştir. İstatistik sonuçları her iki grup arasında anlamlı bir fark olduğunu açıkça ortaya koymuştur. Diğer bir ifade ile, yapılan veri analizleri, deney grubunun son testte anlamlı bir şekilde daha yüksek puanlar elde ettiğini göstermiştir. Yani, okulun İngilizce eğitim müfredatının İngilizce altyazılı orijinal film etkinlikleri ile zenginleştirilerek takip edilmesi, öğrencilerde öğrenilmiş olan kelimelerin, dil yapısının bilinçaltından aktif kullanıma çıkarılmasını, öğrencilerin yabancı dil kullanımı ile ilgili cesaretlendirildiğini, ve yabancı dili kolay ve eğlenceli bir şekilde edinin aktif bir şekilde kullanabileceklerini ortaya koymuştur.

Araştırmanın bulgularına dayanılarak İngilizce alt yazılı film etkinliklerinin İngilizce eğitimini etkin bir ve etkili bir şekilde sunmak için verimli bir yol olduğu sonucuna ulaşılmıştır. Sonuç olarak, yabancı dil öğretmenlerinin İngilizce dersinin müfredatını tatbik ederken İngilizce alt yazılı film etkinlikleri ile zenginleştirmeleri önerilmiştir.





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### SUMMARY

This study, which consist of five chapters, attempts to investigate the effects of the original movies with the English subtitles on the sixth year students, who have delivered intensified English lessons since their first year, at a private school in Istanbul dependent on the Ministry of Education of Turkey.

One experimental and one control group, each including twenty students, were selected for the research. The control group followed the regular English curriculum of the school enriched with the intensified usual grammar and vocabulary exercises whereas the experimental group followed the regular English curriculum of the school enriched with the English subtitled movie activities.

In order to measure the groups' performance, they were given a pre-test and a post-test. The data obtained from these tests were analyzed by the Mann Whitney U test. The statistical results indicated significant differences between the two groups. In other words, data analysis revealed that the experimental group scored significantly higher than the control group in the post-test. That is, following the regular English curriculum enriched with the activities of original movies with the English subtitles, revealed that the already learned vocabulary and structures of the target language were brought into the active use that the students were better encouraged for learning and using the target language; and that the target language could easily be acquired and used actively in an enjoyable way.

Findings of this study exposed that using the original movies with the English subtitles is a beneficial way for an effective and active delivery of the regular English curriculum. Consequently, it is suggested that language teachers make greater use of the original movies with the English subtitles as an aid to follow the regular English curriculum.

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# CHAPTER I

## INTRODUCTION

### 1.1. Background to the Study

When the talk is about language learning, the first and the most important skill that comes up to the minds is being able to speak in the target language. Young and adult learners sign up and attend language schools – General English classes – in order to learn how to communicate in English with the foreigners, e.g. foreign customers in a shop, foreign patients in a hospital, foreign engineers who come to assist and train the local engineers about their fields of work; or when they are planning to go abroad just for sightseeing travel or business purposes. In such cases the learners are required to understand English and to be able to speak well to express themselves rather than making grammatical sentences.

That is to say, acquiring the communication skills in learning English is supposed to be the first step and aim. These communication skills are mainly acquired through experiencing authentic and real English in use rather than doing many different written exercises. Those experiences can be brought into the classrooms through the films since there are many different real life contexts in a film. The vocabulary that is of vital importance in teaching/learning English can be presented and acquired simply and easily via using films as the materials for practicing exercises. Films with the English subtitles help the learners to establish self-confidence in understanding the uttered words by presenting the words and utterances in context, which also help them to use what they learn in other activities.

## **1.2. Purpose of the Study**

This research aims to find out the benefits of movies with English subtitles in teaching English, like:

- improving decoding and recognition of a word or an utterance produced by different speakers with different pronunciations.
- offering rich cultural features that are very important in acquiring English.
- seeing gestures, mimes and any other body language expressions and associating them with the verbal expressions.
- enabling, establishing and maintaining self-confidence during receptive and productive use of English.
- enabling quick acquisition of pronunciations
- enabling quick and practical way for acquiring new vocabulary and idioms
- motivating and drawing attention especially of the young and teenage group of learners.

## **1.3. Problem**

The same conventional activities that are carried out in order to teach certain structural and lexical patterns, speaking and other skills in the English classes are mainly oriented on passing exams and making a good score in the proficiency tests rather than speeding up the use of the target language. Especially in secondary and high schools the conventional gap filling, matching, listening and finding the best match or question and answer kind of activities are less attractive and less motivating, even in some challenging classes they cause the loss of interest which results in failing teaching the planned skills of a target language.

Moreover, the learners (learning English via the conventional activities and exercises) start assuming learning English as the sort of common lessons that are to be absorbed, memorized, thought on them, and then put on a paper in a very proper and idealized shape to present them to the teacher and get a good mark. Whereas, learning English may not be considered as a lesson; learning English is to be considered as the acquisition and use of a skill to

fulfill daily requirements. The negligence of this important point by the conventional language teaching techniques is the main obstacle that the learners face in the classrooms.

#### **1.4. Significance of the Study**

This study is important in that the use of subtitled films may be one of the most effective aids for:

- motivating the learners.
- attracting their attentions and maintaining a productive class management especially in the secondary and high schools.
- bringing into the classroom the real world of the target language and get the learners to use the target language without feeling any doubt about their knowledge of the target language.
- improving listening comprehension skills.
- improving reading comprehension skills.
- acquiring new vocabulary and idioms for the long lasting retention since they are presented in a verbal and non-verbal real life context.
- acquiring communication skills by seeing and hearing how to use the learned grammar and vocabulary knowledge in real conversations.
- overcoming the difficulties in understanding any expressions or utterances that are specific to the culture of a target language.
- learning the culture specific expressions, which are not presented neither in dictionaries nor course-books, for starting and managing a conversation in a target language.
- learning to understand and appropriately perform any expressions related to the body language that is specific to the culture of a target language.

## 1.5. Research Questions

In the frame of the purpose of the study and hypothesis the questions bellow will be intended to be answered:

1. Does using the subtitled films as the main supplementary and practicing aids result in better and quick decoding and recognition of the words and utterances (listening skills), and quick and long lasting acquisition of the new vocabulary and idioms?
2. Does using the subtitled films as the main supplementary and practicing aids result in better and quick acquisition of the speaking and communicative skills?
3. Does using the subtitled films as the main supplementary and practicing aids result in better and quick acquisition of the fast reading and comprehension skills?

## 1.6. Research Hypotheses

*Hypothesis 1:* The learners who are taught English using the subtitled films as the main supplementary teaching and practicing aids will acquire a fluent speaking skills because films are rich vocabulary and give clues to learners how to use the learned knowledge more confidently in the real conversations in a short space of time than the learners who are taught English using conventional activities (like gap filling, matching, listening and repeating a dialogue) as the main supplementary teaching and practicing techniques.

*Hypothesis 2:* The learners who are taught English using the subtitled films as the main supplementary teaching and practicing aids will start thinking mainly in English during the conversation while the learners who are taught English using conventional activities (like gap filling, matching, listening and repeating a dialogue) as the main supplementary teaching and practicing materials will be continuing thinking in L1 and translating into English.

*Hypothesis 3:* The learners who are taught English using the subtitled films as the main supplementary teaching and practicing aids will complete the reading comprehension tasks more quickly and successfully than the learners who are taught English using conventional activities (like gap filling, matching, listening and repeating a dialogue) as the main supplementary teaching and practicing techniques.

## **1.7. Limitations**

The experimental research for this study will be carried out in a private school in Istanbul/Turkey between the experimental and control groups each consisting of 20 6<sup>th</sup> year students. The study will be carried out by checking their proficiency level through a pre-test, and pre-observing their communicative and speaking skills within and outside of the classroom, and the students will also be given a post-test on the proficiency level and post-observation on the communicative and speaking skills within the classroom and outside.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Introduction**

The aim of this chapter is to make a review of the available literature related to the main subject of this study. It includes a concise introduction of language acquisition, knowing or dominating a language, the contemporary approaches to the language teaching, the benefits of the original movies with the English subtitles, and their advantages and disadvantages, and how the subtitled films in the ELT classes have been used.

#### **2.2. Knowing a Language**

The language is simply defined as a living being that is used in order to establish communications between people by the linguists. However, the main point of language knowing is disputed differently; knowing grammar is knowing a language, knowing vocabulary is knowing a language. But the very important issue, that the language is a main tool for communicating, and that the communication includes not only conveying messages, but also conveying feelings according to the setting of the conversation, and that the conversation is lead choosing special expressions for the certain situations of the people of certain age groups or ranks (Evans and Green, 2006).

We use and rely on the language in order to perform many different functions. Imagining how to accomplish many things that we do without a language; like buying an item in a shop, providing or requesting information, expressing an opinion, declaring love, agreeing or disagreeing, signaling displeasure or happiness, arguing, persuading someone for a business or personal purposes, insulting someone, etc., shows that language constitutes a non-separable part of the human life.

As we see that only a unit of a language (like grammar or vocabulary) is not sufficient to be known for performing the above mentioned situations, we have to be aware of its well developed means of encoding and transmitting complex and subtle ideas. Therefore, the symbolic function and the interactive function of a language are to be focused on as knowing a language.

The symbolic function of a language focuses on the thoughts and ideas, and how to reveal them to the external environment. For this, the symbols, which contain the conceptual meanings or the shapes of the thoughts and ideas, are very important. For example, the symbol *dog* is a mean for transforming the related idea in English, but the same idea is transformed by the symbol *собака* in Russian. Another example to review this theory; *I am reading a book* , that reveals concept idea of an action in English via putting the words in certain order according to their classification, *Subject+Verb+Object* in English. But the same concept idea of the same action is transformed by the symbol *Men kitap okaýaryn* in Turkmen, *Subject+Object+Verb*. These symbols consist of **forms**, which may be spoken, written or signed, and **meanings** with which the forms are conventionally paired. So, according to this theory we can summarize language knowing as learning symbols that represent concepts, thoughts and ideas, in other words knowing vocabulary or grammar.

The informative transformations of the ideas via the symbols are not sufficient for a perfect use of a language, since the language is described as a tool for communication. Since the communications include more features rather than just conveying messages, the interactive function of the language appears next to the symbolic function of a language as vital issue in knowing a language (Evans and Greens, 2006).

The messages we choose to communicate can perform various interactive and social functions. For example:

- a. I now pronounce you man and wife.
- b. Shut the door on your way out!

The utterance in (a), spoken by a suitably qualified person who has the legal right for changing the social, legal, and even spiritual relationship between two people. And also, this utterance is performed in an appropriate setting (like a church, or official wedding office), in the presence of two unmarried adults.

Similarly, in the example (b), the utterance represents a command. Language provides a means of communication, allowing us to share our wishes and desires. Moreover, the way in which these wishes and desires are expressed signals who we are, and what kind of relationship we have with our addressee. The use of the same command by a staff to his/her boss would not be appropriate.

The role of a language in how we affect people around us is also very important. We choose certain words and certain ways of expressing our intentions that enables us to affect on the feelings of others. For example: There are two boys in a room, the one of them trying to sleep and the other one is talking on the phone in bed. So, the boy who is trying to sleep would say following two expressions:

- a) Shut your phone and put out the light!
- b) I am sorry for interrupting you in the middle of your talk, but I need to get up early. I'd appreciate if you could go on talking in somewhere else.

In the expression a the first boy is angry, because he can not sleep, and he wants to affect his room mate not only for the current situation, and also for the possible next noisy actions of his. But, in the expression b, the boy does not want to be rude to his friend nor upset him, he just wants to inform his friend that he needs to rest. The language we choose to use conveys information about our attitudes concerning others, ourselves and the situations in which we find ourselves (Evans and Green, 2006).

Consequently, knowing a language can be summarized as having the ability how to use it I order to convey messages, feelings or to affect or change something around using certain words and expressions. At this point of view, having a perfect knowledge of vocabulary and grammar would not describe a real knowledge of a language, since a real knowledge of a language requires a perfect use of it in the necessary situations (Evans and Green, 2006).

### **2.3. Language Acquisition**

The most important feature of the language that is taught at secondary and high schools is its structural face rather than the communicative aspects. The grammatical rules carries significance as it is considered the only way to evaluate language knowledge. But, by learning the grammar out of real life context learners do not gain a skill that will enable them to survive when they need to use that language. Therefore, in teaching a second language, the vital important point that is to be focused on is language acquisition rather than language learning.

The language acquisition and language learning can be explained as following: Children acquire language unconsciously, just living and experiencing in the environment of that language, with no instructions of the structural rules of that language. The same thing happens when the learners acquire the second language. The only factor that they need is the source of a natural communication, which will focus them on the content of a communication but not the grammatical shape. They get a feel what is correct and what is not, accordingly, because they can see, hear and feel the language with its all features. But, on the other hand, the language learning is not communicative process, and therefore, it results best usually on the test sheets as it is the process of direct instructions of the rules of a language. And also, it is not an age-appropriate activity when the subject learners are the young learners. In language learning the students have conscious knowledge of the new language and can talk about that knowledge, like what the present perfect is, what the gerunds and infinitives are, what the modals are, and etc. They can fill in the blanks on a grammar page, but producing a good result in speaking and writing is less achievable for them as they lack the sense of that language.

Krashen, in his study on language learning and language acquisition, proposed two different definitions in order to present difference between language learning and language acquisition; Attitude and Aptitude. He described Aptitude through three sub-components, Grammatical Sensitivity, Inductive Ability and Verbal Intelligence, by relating it directly to the language learning. He described the Grammatical Sensitivity as “the individual’s ability to demonstrate his/her awareness of the syntactical patterning of sentences in a language” (Caroll, 1973, in Krashen, 1981). As for the Inductive Ability, he stated it as the ability to notice and identify patterns and correspondences and relations involving both meaning and grammatical form by examining the language materials. “Inductive ability also appears to be conscious learning, in that it’s the discovery of an explicit, abstract set of rules by means of a problem-solving approach. The linguist uses the same process in writing a grammar from a corpus” (Krashen, 1981, page 19).

He describes the third sub-component, Verbal Intelligence, as “being familiar with the words and having the ability to reason analytically about verbal materials” (Pimsleur, 1966, in Krashen 1981).

Thus, he described the difference of the language learning by presenting those three sub-components by stating that inductive ability, grammatical sensitivity and verbal intelligence are hypothesized to relate directly to conscious language learning.

He, described the language acquisition as the Attitudinal factors with two functions; the factors that encourage intake, and factors that enable the performer to utilize the language heard for acquisition. To clarify these two functions, he stated about the importance of integrative motivation and instrumental motivation. He described that the integrative motivation makes the student feel himself/herself as a member of the community of target language, and because of this he/she can establish an interaction with a member of target language without the fear of making mistake or the anxiety of wrong practicing the certain patterns or expressions. This type of interaction enables learners to receive the sufficient intake. Where there is the integrative motivation, the receptive learning (acquisition) instead of the defensive learning takes place. However, where there is the instrumental motivation, learners use the target language in order to practice and strengthen the learned patterns or expressions. Although the necessary input takes place through instrumental motivation, the acquisition remains weak, because the learner should be open to it for the acquisition takes place. And this shows the importance of the integrative motivation (Krashen, 1981).

Consequently, the language acquisition undertakes its role as an important approach for teaching second language. As the language is a tool for communicating, establishing bridges between people, conveying thoughts and feelings; shortly, as it is a tool for use, the learners are to be exposed to the real-use context of the target language.

#### **2.4. Techniques in Teaching Language**

There are many different types of techniques in language teaching depending on the teaching method and the skill or skills that the students are aimed to acquire. Since the Communicative Language Teaching method is the most popular and preferred method, especially in primary and secondary schools, certain language teaching techniques within this method are going to be reviewed below.

The important privilege of the Communicative Language Teaching method, which differs from the other communication aimed methods, is that it focuses on the acquisition of the

communicative skills together with language functions, like promising, inviting, declining an invitation, discussing an issue, etc. in a certain social context (Larsen, 2000). Shortly, having good communicative skills require dominating the communicative functions, in other words, knowing when to say what, in what way to a certain person in a certain setting. The ELT makes use of the following techniques:

- The use of authentic materials
- Sentence unscrambling activity
- Certain Language games
- Picture strip story activity
- Role Play

The Communicative Language Teaching uses authentic materials in order to enable their learners experience in full the real use of language, rather than the idealized and literalized ones in the course books. For example, using a news-paper rip for an activity helps the learners to see how to express the information or thoughts in an applied way of the target language; they can model the use of the language that they see on the rip of a news-paper for further self-expressions.

In sentence unscrambling activity, the sentences are taken either from the context the learners have already read or from any other context, which helps the learners to learn the linguistic properties of a language, in other words, the structural establishment of sentences.

Language games are very beneficial techniques, especially for younger learners as they quickly get bored in the lesson. These activities are enjoyable for the learners, and provide them an opportunity to practice the learned features of the target language under the teacher's control.

The picture strip story activity is another communicative technique that provides an opportunity to the learners to use the language features they have already learned in the real life context. An example for this activity is: the teacher presents picture strip story, he/she presents the first page and asks the learners what is going to be in the next page. The learners try to predict the next scene by discussing the flow of the story (Larsen, 2000).

The role play activity is one of the most important techniques of Communicative Language Teaching method, because it provides an opportunity to the learners to practice the learned language features in many different contexts and social roles and settings.

Since the authentic materials are important for the introduction of the new linguistic, lexical and communicative features of a language; and for the practice of the learned language features, the video materials, especially original movies are considered to be the best communicative techniques by the ELT teachers.

## **2.5. The Use of Films in Language Teaching**

The culture factor should be taken into account in language teaching as language and culture have a tight relation. Having at least a little knowledge about the culture of a target language helps learners to go deep into the meaning of a word, expression or any linguistic aspects uttered by the carrier of the target language.

Some social scientists consider that without language, culture would not be possible. Language simultaneously reflects culture, and is influenced and shaped by it. In the broadest sense, it is also the symbolic representation of people, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking. (Jiang, 2000, page 328).

As we can see in the above citation our linguistic sense is closely bound with our sense of belonging to a certain group or nation which makes the users and the learners of a language require to have or be in the authentic background of the target language. Therefore, it is very important when teaching English in the regions where English is too foreign or it has completely different cultural-expressive background to establish an atmosphere in the class that will motivate and make the learners feel or at least guess themselves in the authentic environment of the target language. At this point the importance of the video materials in the shape of the original films emerges, because the films use the language so extensively in performing their cultural work.

The use of films is one of the most effective means for the establishment of the communicative culture of the learners, as not only they present the live speech of the carriers of

the target language, but also they take the learners to the environment of the foreign language and culture where they meet language with non-verbal communication, the style of interrelations, the facts of the country of the target language. Films allow the teachers, in addition to the comprehension exercises, to give certain exercises about the interpretation of mimes and gestures (body language), for recognition the style of the interrelation so that they won't make any mistakes while talking to the representatives of the country of the target language. Thus, films present the language in a live context, bounds the lesson with the real world, demonstrates the language in action; enriches the already owned means and materials by a teacher, helps the learners to overcome the culture barrier while learning a language. The use of the films in the lessons allows to model the aimed situations' the role play activities in class, practice description and narration skills, stimulates the communication and discussion. They also enriches the word treasure of the learners with the very actual and up to date lexicons.

The use of films is very effective in motivating young learners of the primary and high schools as well as the learners of the university levels and adults. Young learners usually assume that they can not understand their teachers and for this reason they try to stay away from performing any type of the exercises. In other words, they may lose self confidence in comprehending instructions and tasks even if the teacher is a native one because the atmosphere in the class is still in L1, and this makes the learners doubt about their understanding correctly any uttered explanations or instructions by their teacher, and expect approvals in their mother languages from their teacher that they understood correctly those utterances. Having a teacher as an only model and interlocutor of a target language would limit learners' language acquisition, because as the only speaker of the target language in the class he/she is limited with verbal, and non-verbal presentations of the language. This will lessen the learners' motivation towards practicing the learning activities which will result in less listening to a teacher and less completion of the given tasks. At this point films are very effective way for the motivation for the learners as they provide full features of a language in the original context. Understanding even one statement in a conversation in the presented film the learner will gain self confidence and increase his/her motivation to the target language. If learners comprehend the teacher's utterances and obtain some cultural features of the target language, it will make him/her happy about acquiring the target language. The same or more is valid for university level learners who



benefit from films focusing on putting the words, that they have already learned in a proper order as well as doing input/output activities about the already learned skills, vocabulary, and structure.

Films are very effective materials for engaging almost the whole class into the activities as they are assumed by the learners, especially by younger learners of the primary or high schools, as fun. Carme Porcel, an English teacher with 20 years of experience for the secondary level students in Spain, shares her experience, in the online magazine “Humanizing Language Teaching”, about using films as the video supplementary materials and getting benefit from their use:

Watching a film in the English class is more than doing an activity just for fun or for a break in between units. It is a matter of learning and listening to the real English that British or American people speak in their everyday lives, the language which is alive and kicking in the streets of English-speaking countries (Porcel, 2010).

Further, she, Porcel, focuses on the fluency and a good command of English by the learners of certain countries questioning the reason of more than 80% of the population in countries like Netherlands or Sweden have an excellent command of speaking English, and the reason how young children, teenagers, adults and even some elderly people can speak English fluently and with a good pronunciation although it is not their mother tongue. Then she underlines the reason as the Television; films, cartoons, soap operas and other programs are all broadcasted in their original version with subtitles.

She, explains what made her use films in her classes telling about the experience that she faced a few years ago: some years ago, after the visit of a group of Swedish students to their high school she started thinking there was something else to do in class with their students apart from the typical exercises and activities they used to do , and it was using films. Their students could benefit a lot from watching films in English. They could improve their listening and speaking skills, they could enlarge their vocabulary knowledge and they could even make their pronunciation and intonation better. At the end she states “that’s why using films in my English classes has been one of the most rewarding experiences I have ever had as a teacher so far”.

Further, she shares the way how she applies film watching activity in her article. Every two units she gets her students to watch a film in class. They watch the whole film without interruptions, so depending on the length of the film they devote two classes to the viewing. They watch the film in English and she chooses Spanish or English subtitles depending on the students' level. First she gets her students to do some vocabulary exercises before watching the film. After having watched the film the students do some activities to work on the plot and characters so that she can check their comprehension.

As she states in her article, first she watches the film and takes notes on any words and expressions she wants her students to learn or she thinks can be useful for them. She also pays attention to the plot and characters and writes down important events, characters' features. Then she makes some worksheets full of exercises for the students to do before and after watching the film. As she states, vocabulary exercises are done in class before watching the film, and the characters and plot exercises are done after watching the film.

Film selection is also very important, because not all films attract learners attention and motivates them.

It is important to choose films the students will feel motivated to watch. Not all films will give you the same results. The best are comedy, animated or adventure films. We are not trying to give a master class on cinema, our aim must be have our students immersed in the language for a couple of classes, that is, about two hours. Sometimes I give the students the chance to pick out among two or three films I think they may like watching and we choose the most voted one. Other times I just choose the film I want them to work on since maybe there is something in the plot or setting related to what we have been doing in class (Porcel, 2010).

As we see in the citation above the teachers may get their students to practice and improve the features they studied in the units, and obtain more skills out of the unit topics doing the exercise that lets them have fun while doing, and having the opportunity to be the leaders for the task being granted the right to choose the film on their own.

Apart from making a good and effective use of the films for motivating, and engaging the learners into the original cultural background of the target language and using them as the fun

activities in the lessons teachers can use them to get their students to practice the learned skills just by watching, observing, discussing the film afterwards and etc.

Films can do more. Properly selected and presented, films can do what is perhaps most difficult in university language teaching: move students to speak. By *speak* I do not mean perform. Performative English is English learned and recited for various occasions, from speech competitions and drama presentations to oral examinations and interviews. Nor do I mean the English words and phrases that students repeat into tape recorders in language labs. As useful as these exercises are, they are not speaking English in any relational sense. They certainly do not constitute conversation. The majority of students who arrive in Taiwan's universities have had little opportunity to speak English in a context where communicative exchange is possible. And simply asking them to continue performing the kind of speech simulation they have in the past will not advance them beyond whatever technological competence they have previously attained (Steward, 2006).

As it is stated in the citation above films enable the learners to use the learned skills and the other features of the target language in a real context rather than in intentionally established simulative activities or environment, because they not only hold the learners' attention by attracting and entertaining the audience, but also draw the audience into the world that film presents. Films that students care about, in other words, they talk about (and if they care enough) make them talk in spite of anxieties that otherwise hold them back. The most timid and most apathetic students often find their voices in their immediate need to express feelings about a film they have just seen. Beyond generating a visceral desire to speak, films provide a basis for conversation in the highly charged viewing experience that students share with each other. Thus, the teachers will engage their students who are less self-confident, less talkative or with the less attention to the lesson simultaneously while getting them to practice the target language in a real life sense. Because, every learner, as an individual audience, will have his/her own thought and feeling about the characters in the films, about the plot of the film and etc.

## 2.6. The Selection and Use of the Films

To make a good use of a film in teaching a language it is very important to select a proper film for the learners, because the teachers' aim in using the films is to engage them into a discussion that will help learners to use the skills they have already learned. For this reason it is necessary to select a film with a plot open to discussion, that contains certain thoughts or feelings which the learners can process in their mind and produce agreeing or disagreeing responds to talk about. Therefore, when choosing a film, or letting the students choose a film teachers are to focus on the ones that are not far from their students' background knowledge and experience.

Not just any film will do. Indeed, it is often surprising what films will not do — meaning, films that students like, they may have nothing to say about. As might be expected, action pictures do not work. The issues are usually too black and white to promote discussion. Also ineffective are the many Hollywood films that appear every year designed to attract large numbers of young people with varying combinations of sex, violence, and gross humor. These are not bad films. There is just not much to say about them. The same goes for films that deal with obscure problems or problems remote from the experience of students; films that are too subtle in how they present their problems; or films that are too closed in how they wrap up their problems as the specific problems that constitute plot (Steward, 2006).

While this kind of selection will work well with the university degree or high school level students, it can be distracting and boring for the primary and secondary school students. As the younger learners like the adventure and action films, even if they do not have much plot to discuss, these films are the best for those learners. Of course, at that age they will not discuss any serious matters even in their mother tongue, for them it is important to utter proper words to get what they want or to instruct each other while they are playing certain games, and other short expressions. So it can be stated that in using films for the younger learners the aim is supposed to be to get the learners to practice the daily short expressions, practice the already learned nouns and adjectives as well as the new ones (Steward, 2006).

For making a good use of the films in getting the learners to practice the target language requires to set the class in accordance with the proper number of students for discussion, the proper background and level of the students. The ideal group number is about 6-10 students, who

are get together later on for the talk of the film. But, as for the lower level students it is reasonable to go further for about 4-6 class hours with the class activities taking the film as the matter for those activities.

Class format will change according to the usual variables: number of students, their relative skill and maturity, class duration, availability of screening facilities, etc. Ideally, small groups are best (6-8 students), and if one of the goals is discussion these groups should meet as soon as possible after the film is shown. As most classes are large and facilities limited, some form compromise is necessary. For upper year oral training courses I schedule one screening a week in the evening and divide regular class time (the next day) into 90 minute sessions during which I meet alone with individual groups of ten or less. Groups I am not seeing work on other assignments elsewhere (i.e., in another classroom). Separation is good as it allows a greater sense of intimacy within the group I am seeing. The membership of different groups should remain static, also to encourage intimacy and trust, thereby lessening the embarrassment of students who are shy about speaking in front of others. For lower level (freshman) courses I show a film and then use it as the basis for class activities for the next three to four weeks. This usually involves a combination of assignments including readings, compositions, Internet research, and group debates (Steward, 2006).

As it is obvious from the citation above doing certain exercises before or after film watching activity is very important, especially reading, writing, internet research, group discussion activities.

It is very effective to involve the learners in research of the film before screening it, they will do at least a slight research on the plot which will vitally help them to comprehend any expressions used in that film. Post-reading activities are also very important as they help the learners to work on the vocabularies, expressions and utterances as well as the body language, and help them to improve practicing how to talk about the plots by providing certain clues. Such readings include reviews, the biographies of filmmakers and stars, studio publicity, background information on film subject matter, news about the film industry, and simple film analysis.

Writing exercises are also useful after watching the film as they help the learner to put down their thoughts before starting the conversation, because it helps them to think and to form their ideas about the matter they are going to discuss or talk about.

Films provide topics for the usual range of writing assignments. In conversation courses I usually ask students to submit a short (1 to 2 page) response to each film on the day it will be discussed as a way of ensuring that they have formulated some ideas about a film before they have to talk about it. Formal emphasis on writing assignments also discourages students from enrolling who are simply attracted by the idea of watching films for credit. For freshmen I ask for a 1 to 2 page essay on each film, length depending on ability. For this assignment I pose the questions, usually simple ones that addresses central points in the film (Steward, 2006).

As the internet is a popular and daily used tool, the learners can make benefit from the internet to improve their reading comprehending skills and productivity skills while they are doing search about the film's plot, characters, comments and many other features of the film. Moreover, they can gain models for debating and commenting about the film while reading the research articles by professionals or comments by the native speakers.

Group discussions are to be set in the leadership of the students themselves, and get them to ask as many questions as they can to each other to be involved actively. The group discussion works best when the groups are small and the students are fairly advanced. A student is appointed to lead each discussion, and he/she is responsible for preparing and distributing a list of questions that he/she wants to discuss before class begins. The leader student is not made responsible for the discussion itself, he just coordinates and conducts the discussion by providing everyone with the opportunity to speak. As questions are important in initiating discussion, the teacher assists leaders in formulating them. Leaders also pick the films they lead from a list the teacher provides. When a film, director, or star has a degree of notoriety the teacher may often ask one of the more timid students to give a short report. The teacher also may intervene when the discussion is faltering. But teacher involvement is best minimized as students will defer to the teacher's opinion (ending their own conversational thinking) or they will come to depend on the teacher's intervention. Silence is often necessary for students to gather their thoughts and move ahead with the topic or move on to a new one. When the students in a class are *student teachers* a further component can be added to this assignment by asking them to submit questions, usually three, with a brief discussion of why one of the questions is good for the purpose of promoting discussion. This gets them thinking about the problems of developing

questions as part of the curriculum. The non-acceptable questions also lead to interesting discussion in and of itself .

## **2.7. Subtitled Films in Teaching English**

As it is discussed above, using the films with subtitles can be emphasized as the most supportive aid as it provides the key to the learners in recognizing the uttered words or expressions. Besides, the films are used to involve the learners into the original cultural aspects of the target language, and for this reason it will be ineffective to give the students the written scripts on a separate sheets to aid them in the recognition of the words and expressions used by the film characters. Much more effective method will be demonstrating the films with the subtitles as they will flow under the scene simultaneously with the characters' utterances, and this will preserve the originality of the target language providing a side aid to the learners.

In the eyes of many observers, the particular merit that subtitling has over other language transfer methods is that it allows the viewer access to the original material without at the same time destroying valuable aspects of that material's authenticity. The claim is that, once you replace the original voices from the program in question, you detract considerably from the complete and integrated experience which that program offered. Television policy makers will sometimes use the 'integrity' argument when justifying the use of subtitling in their programs.

Asked to comment on BBC Television's policy on language transfer methods, for instance, Will Wyatt (then Assistant Managing Director Network Television) had this to say on the decision to run BBC2's foreign language films with subtitles: Our policy recognizes that when we buy programmes we are buying the complete performance by actors and not just a visual performance to which a quite different voice may be fitted. In our opinion, dubbing would diminish its integrity (Kilborn, 1993, page 646).

The fact that in subtitling the original speech and dialogue remain intact has an additional advantage in that it means that viewers can pick up certain tonal inflections and colouring which

– even though they are in a foreign tone – can still provide insights into personality, mood or intention.

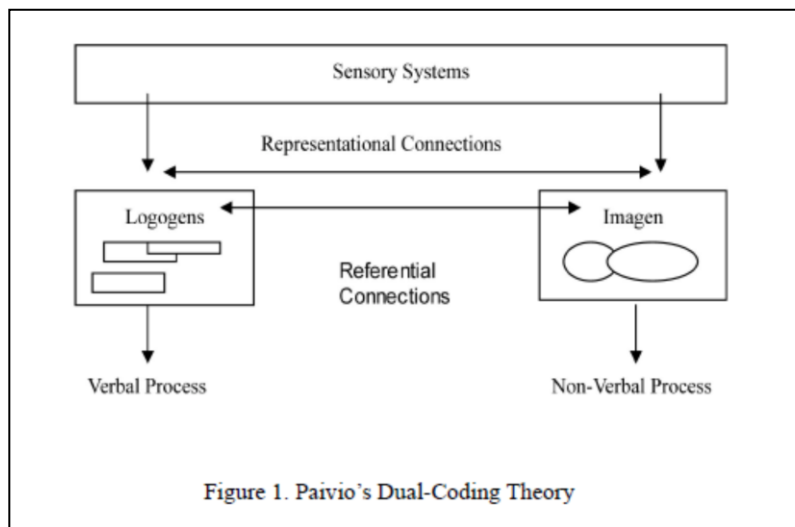
As it can be seen even the television program makers prefer to use subtitles in broadcasting the foreign films or programs to enable their audiences to get the point by fully involving them into the real visual experience when they hear the original language and recognize the utterances by the screened subtitles at the bottom of the screen. So the use of those films in language teaching is obviously an important support for the learners to catch the uttered words or expressions to process and acquire or to look up for their meanings in the glossaries, while it provides them the real life contextual use.

Moreover, using subtitles aids as the visual channels to communicate the verbal information, for the development of language starts with the printed word and structural knowledge of language systems to the use and moves to communicative value of the spoken language in the everyday situations. In this kind of situations, learners progressively develop their language acquisition by being exposed to the real target language. To emphasize its importance we can underline Allan Paivio's dual-coding theory which suggests that when pictures are added to the information the number of words linked to the information increases. The learners then will be more likely to remember the information. In that sense it can be said that the use of captions triggers multi-sensory processing, interacting with audio, video and print components.

Allan Paivio (in Hwang and Huang, 2011) proposed the dual-coding theory (DCT) as an attempt to explain how learners use associations when the pictorial and linguistic information are processed differently. Inclined toward giving equal weight to verbal and non-verbal processing, Paivio asserted that information could be represented by pictures and words at the same time. The two information sources trigger two coding systems: visual codes and verbal codes which are functionally independent and interconnected by referential links (see Figure 1). The theory assumes that there are two cognitive subsystems: one subsystem is specialized for verbal information and the other is specialized for non-verbal information.



This concept of independent verbal and imagery representation systems is at the heart of Paivio's dual-coding model. According to this model, Paivio suggested two different recreational units: imagens for mental images referring to any concrete stimuli (which we can interpret as the shapes of any objects in our mind) and logogens for verbal entities containing abstract stimuli that include vague visual as well as verbal information (which we can interpret as words that are used for describing any concrete or abstract objects). Paivio claimed that imagens are coded twice, both as images and corresponding verbal labels, whereas logogens are more difficult to image and are coded only as verbal information. DCT claims that imagens are faster and easier to recall than the logogen which is structured in discrete, sequential units. In other words, dual-coding theory evolved from Paivio's studies on the role of imagery in associate learning, supporting the learning effectiveness of illustrated texts and proposing that information is much easier to retain and retrieve when dual-coded systems are at use. The result indicates that the availability of two mental representations instead of one promotes comprehension.



g and Huang,  
2011, page 6).

In this regard, the use of subtitles in using films as the audio-visual materials will enhance comprehension of the learners as the audio-visual information is presented simultaneously with the written aid.

## 2.8. Advantages of Subtitled Films

Like any supplementary material the subtitled films also contain advantages as well as limitations. Under this title we are going to review the advantages of the subtitled films in English language teaching.

For the comprehension of utterances, it is important to see who is talking, where and in what kind of environment he/she is talking. These factors help the learners to grasp the words and expressions conceptually and easily acquire the language. This can be seen in the Baltova's experiments in Martine Danan's article "Captioning and Subtitling: Undervalued Language Learning Strategies" in the electronic magazine Meta.

Comprehension is also influenced by visual information and cultural knowledge. The positive effect of visual clues was confirmed by an experiment involving 53 intermediate-level Grade 8 Canadian pupils in a core French program. Those who watched a 15-minute clip in the video-and-sound condition obtained scores almost twice as good as in the sound-only condition.

However, in order to find out the actual gains of listening comprehension, he set up another experiment. In this experiment he used only the audio part of the same video-and-sound test material. The test questions focused mainly on the spoken text. The result of this experiment confirmed poor understanding of the spoken text. These results point to the limitations of video alone and the need to find techniques, such as captioning and subtitling.

Apart from the advantages as linking the verbal text to the visuals, the subtitled films provide a secure channel to the learners who feel insecure when they can not grasp an utterance or lose the words during the talk and because of this fail gaining the language skills in the target language. And also it provides a reasonable support for the learners with the hard listening ability:

In spite of all this, ‘far from being a dangerous and disturbing distraction in language learning, they can bring benefits to those who are hard of listening’ . For many learners, text helps them monitor the speech, a speech that would probably be “lost” otherwise. In fact, while TV programs and films that are not subtitled normally create a high level of insecurity and anxiety, diverse experiments have demonstrated that the incorporation of subtitles provide instant feedback and therefore positive reinforcement, contributing to create a feeling of security on learners, helping them in the long run to feel ready to watch foreign television or films unsupported by text (Vanderplank in Zanon, 2006, page 44).

Moreover, the subtitles has proven to provide an important aid to the learners to comprehend the details about the plot and characters while they benefit from the images alone or video clips only to understand the general idea of the film. Besides, comprehending the film profoundly, the learners improve their other linguistic abilities.

In terms of comprehension, captions can in fact assist students at different levels of linguistic ability. Markham (in Danan, 2004) got 76 advanced, intermediate, and beginning ESL students in an American university to watch two 2,5 and 4,5 minute-long educational television programs. The results of the multiple-choice comprehension tests based on the vocabulary and syntax of the captions showed that within each level, responses were more accurate when captions had been available. Thus captions helped students perform beyond their proficiency level.

As we can see the benefits of the subtitles from the above experiments and studies we can list the main advantages of the subtitles as below:

- The use of subtitles bridges the gap between reading and listening skills
- Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues
- Students can learn how to pronounce many words, consciously and unconsciously
- Subtitles allow learners to follow the plot easily
- Learners can develop word recognition skills
- Captions can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms

- Students can understand humour (such as jokes) that would be hard to recognize without the help of captions. Humour can be a difficult, but rewarding subject for the language classroom and subtitles help to understand it, enhancing the enjoyable character of the activity
- Subtitles can enhance students' concentration on following lines
- Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues (Zanon, 2006).

These researches and studies are the main titles about the benefits of using the subtitled films in teaching English. Besides there are a few researches of its limitations which is going to be reviewed in the next subtitle.

## **2.9. Limitations of Subtitled Films**

The use of the subtitled films in teaching English sometimes are inappropriate for the all levels of students, in other words, the learners who are going to be taught, tested or practiced via the subtitled films are supposed to have some basic structural knowledge as well as the lexical. This is very important, because the learners of a target language will be confused and discouraged when they hear a strange conversation with the text below which is unfamiliar to them.

In spite of the beneficial aspects described above, captioning may not be suitable for all materials and viewers at all levels of language proficiency. In particular, it may be helpful to beginners only if the material is carefully adapted to their level and contains many familiar phrases that can be activated and reinforced by the audiovisual presentation. This point was illustrated by an experiment in which full text or keyword captioning was added to the authentic language video clips designed to accompany a French beginning textbook. Guillory, (in Danan, 2004) who tested 202 American subjects in second semester French classes, found that even with captions the comprehension mean scores for two video clips from this program were at best 72%. If the material is too advanced, as in this case with nearly 28% of the words used in the video not listed in the textbook glossary, captions cannot sufficiently compensate for the fast rate of speech and the difficult vocabulary level (Danan, 2004, page 71).

As it can be seen in the above study subtitling has got its limitations for teaching new vocabulary or structures without any pre-familiarity to those skills by the learners. However, it can be stated that many individuals may learn many useful phrases for his/her daily requirements or contexts where they are going to be used with a very few background knowledge. Nevertheless, according to the studies by Neuman and Koskein, (in Danan, 2004), it is found that in spite of the additional contextual support provided by the video, students with limited linguistic abilities learned less from the captions than viewers at the higher proficiency level.

Besides, as the subtitles are not always fit the bottom area of the screen the translators interpret and put down the dialogue with some other words rather than with the original ones in the conversation, and this entails certain negative confusion as well as some positive results. It is important to underline that subtitles, whether in the students' mother tongue or in the foreign language, are generally some kind of summary of the textual information that are taken from the original dialogues, in other words, it is not always the exact reproduction of the information that we hear. This is so because the human eye needs to have time to read the captions without missing any visual information, and because of this, the subtitling techniques used by professionals have a series of rules as linking the time that each subtitle remains on the screen and the number of characters it can contain. In this sense, many times, audio visual translators need to transfer the sense in different words to make it fit the limitations of reading time. This fact can be criticized by regular viewers who often claim 'he did not say that!', when they read the captions of a film or a TV series. However, as a foreign language education, this fact can be considered a benefit rather than a disadvantage because it can motivate students to notice the differences between audio and text. This is a type of activity that learners usually like, since once they notice any difference they feel reassured and motivated because that means they can understand authentic audio, no matter the captions (Danan, 2004).

Thus, we reviewed a few limitations about using the subtitled films in teaching English, though some of them are still helpful for the motivations of the learners.

## 2.10. Implementation of Subtitled Films into ELT

As many other materials in teaching English, the subtitled films also demand a well prepared implementation where the method, technique and approach selection is very important.

The general methodological approach that is followed is Communicative Language Teaching in combination with Task Based Learning, since it provides a very flexible and functional perspective to foreign language teaching and learning around concepts like 'communication', and 'social interaction', which is considered superior to more traditional ones like 'linguistic system', 'correctness' and 'accuracy'. However, this approach is not the best for younger learners who are not well developed cognitively.

The student profile for this proposal only excludes children, since it can be performed with cognitively developed individuals, including adults and adolescents of all levels. As to the teacher's role, this is very demanding in the appropriate selection of the clips (and accompanying activities) that are suitable for a specific group of learners, and particular language learning items (Zanon, 2006, page 45).

Thus, we can see that the implementation of the subtitled films require the appropriate selection of the learners and plenty of preparatory work like determining the aim for the acquisition; what skills are specifically aimed to be taught ( certain entrance expressions for starting a conversation, greeting the interlocutor no matter if he/she is the person we know or not, using the expressions of interests like '*Oh really*', '*How interesting*', and *etc*, the talk patterns for changing the subject of the conversation like '*So*', '*By the way*', '*Tell me*' and *etc*), are the different types of written exercises be going to applied in the process of using subtitled films, or just the practice is aimed by the use of these materials.

The following preparatory work is also very important for making the material effective. First at all, the teacher is supposed to watch the film before using it as a class activity and take notes about the aimed expressions, vocabularies, structural matters and plot, because the teacher

should take into account these aspects in preparing exercises, but, without being aware of the film content the teacher cannot make the most effective use of the material. Another important step is preparing the exercise content before starting the lesson and applying the subtitles films, because the teacher is supposed to know what he/she wants from the students before and after watching the film, and the learners are supposed to know what they are wanted before, during and after the watching. It is also very important to talk about the subject of the film and hold a short discussion about the subject before starting the film as it will motivate and engage the learners in the film.

As an example for the implementation of the subtitled films we can observe the following activity:

The teacher's aim is to get the learners to acquire the skills for starting a conversation with a stranger, so the teacher instructs the learners that they are flying to somewhere on a plane and a person who is a complete stranger is sitting on the seat next to them. Within the instructions he/she involves the learners in working in pairs and talking about the following matters and find the ways for them:

- a) How to start a conversation with a stranger?
- b) What do people talk about in this kind of situations (for instance, the required words of greeting, name, job, interests, destination, family and etc)?
- c) The lead-in words, which can be used for changing the subject of a conversation (for instance, *so, by the way, well and etc*).
- d) How will the level of "formality" change at the selection of phrases and words in the relation of age or status of the interlocutors?

After that the teacher instructs the learners to form a few exact questions about each subject, for instance about their jobs: "*So what do you do for living?*", "*How do you like your job?*"; questions about their destination can sound like this: "*And where are you heading?*" etc. The teacher instructs them to discuss what kind of questions or the subjects of a conversation could be tactless in that kind of situations as well, for instance, "*How old are you?*", "*How much*

*money does your job pay?*”, *“Are you married?”*. And also the teacher instructs the learners to underline of the importance of the interjections and paralinguistic utterances for the demonstration of the concern in the words of the interlocutor, for instance, *“Oh really”*, *“Uh-huh”*, *“Oh”*, *“No kidding”* and *etc.* In addition, this kind of lexicons serve as peculiar signals that provide a pre-knowledge about the content of upcoming utterance as well as assist the smooth and easy flow of a conversation.

After this warming up activity the teacher gets the students to watch the subtitled film and then dispatches the sheets with the gap filling exercises about the aim of the activity. The teacher may involve the students in the discussion about the film or get them to do the role play activities for enriching the feedback activity.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This research aims to study the benefits of movies with English subtitles in teaching and acquisition of English, like:

- improving decoding and recognition of a word or an utterance produced by the different speakers with different pronunciations by providing the opportunity to see and be sure of what the learner heard
- offering rich cultural features that are very important in acquiring English
- seeing gestures, mimes and any other body language expressions and associating them with the verbal expressions
- enabling establishing and maintaining self-confidence during receptive and productive use of English
- enabling quick acquisition of pronunciations
- enabling quick and practical way for acquiring new vocabulary and idioms
- motivating and drawing attention especially of the young and teenage group of learners.

#### **3.2. Research Design**

In this study, the two groups of a private secondary school six year students, in Istanbul, were compared. Each group consisted of 20 students; mixed males and females.

First, a pre-test consisting of 100 intermediate grammar topics relevant to the curriculum, 70 vocabulary, 29 reading comprehension texts and 25 listening comprehension activities were applied with no prior announcement. The pre-test questions were designed in the form of multiple choice and true/false selection (see Appendix A).

As the second step of this study, two 20'th Century Fox movies (enclosed DVD) with the English subtitles relevant to the ages and social backgrounds of the students of the experimental group were selected. Then, a few pre-watching warm up questions for discussion (see Appendices B.1.1. and B.2.1.) related to the plot of the movies were prepared. And also, 5

vocabulary example sentences for the discussion of the meanings of certain expressions from the movie were prepared.

The regular course-book with the intensive work-sheet exercises relevant to the school curriculum was used on for the control group.

The teaching process was carried out on the regular scheduled days and hours of the English lesson for four weeks, by five hours per-week. In addition to the regular curriculum studies, the movies with the English subtitles were implemented to the experimental group after finish each unit. Conversely, the regular course-book activities together with the supplementary intensive exercise sheets were implemented to the control group.

After the teaching process, in order to assess the outcome for the hypotheses of this research, both groups were taken the same pre-test as the post-test.

### **3.3. Materials of the Study**

The materials used in this research were pre-test (grammar, vocabulary, reading comprehension and listening comprehension), post-test (grammar, vocabulary, reading comprehension and listening comprehension), two 20'th Century Fox production movies with the English subtitles ("The Diary of a Wimpy Kid", "The Diary of a Wimpy Kid – Dog Days"), Course-book, supplementary multiple-choice exercises.

The multiple-choice grammar test covered the grammatical features that the students had been and had been being taught for two years; the multiple-choice vocabulary test covered the features that were up to date and relevant to their ages and interests; the multiple-choice and true/false reading comprehension test covered the topics that might attract the attentions of the students; the multiple-choice and gap filling listening comprehension test covered the features of the daily conversations.

The materials used for the experimental group were the course-book and , two 20'th Century Fox production movies with the English subtitles ("The Diary of a Wimpy Kid", "The Diary of a Wimpy Kid – Dog Days"). Those movies were privately selected in order to make them suitable to the students' ages, social backgrounds and interests, so that they could understand the original spoken language. The movies offered many daily expressions and idioms that were not presented in the course-books or dictionaries. And also, those expressions and

idioms were easy to understand and acquire just through the facial expressions, mimes and actions of the characters.

The materials for the control group used during the teaching process were course-book tasks and activities and supplementary multiple-choice grammar tests. The process of teaching is carried out on the regular basis in accordance with the school curriculum.

All the materials for testing and teaching were prepared and implemented by the instructor and researcher of this study.

### **3.4. Data Collection**

The data for the assessment of this study is performed as following: prior to study, the study period, and post-study. The selection terms of the experimental and control groups were described in the prior to study process. The implementation of the study is described in the within study process. And in the final part, post-study process, the assessment implementation of the study is described.

#### **3.4.1. Prior to the Study**

The experimental study was performed at a private school in Istanbul on two forms (one of which is control and the other is experimental group) by 20 students of the 6 year students, who has been getting an intensive English classes since their first year at school. The implementation term of the study was the last academic term of the 2013-2014 academic year.

In order to prepare the study, initially, the pre-test subjects were determined. Multiple-choice grammar test, multiple-choice vocabulary test, multiple-choice and true/false reading comprehension test, and multiple-choice and gap filling listening comprehension test were prepared in accordance with the students' background knowledge, interests and ages. A test containing 100 grammar questions; a test containing 70 vocabulary question; a test containing 29 reading comprehension; and a test containing 25 listening comprehension were prepared.

The students were given 90 minutes to complete the grammar test on a separate day. On another day, the students were given 60 minutes to complete the vocabulary test. And on the same day, they were given 25 minutes for the completion of the listening and 50 minutes for the completion of the reading comprehension tests. The aim of applying the pre-test was to determine the students' retention the knowledge of the learned and being learned grammatical

structures; to test if they can guess the meanings of the words and expressions according to the context; to test their reading and comprehension speeds; and to test their listening comprehension skills and speeds.

The same tests were used as the pre-test and post-test throughout the study.

### **3.4.2. The Study Period**

The teaching period took four weeks. It took by five academic hours in a week, in accordance with the school schedule, for both experimental and control groups.

#### **3.4.2.1. Experimental Group**

In each session of the experimental group the experimenter followed shortly the course-book studies in accordance with the annual plan, focusing on the main features of the course-book studies, and enriched the flow of the teaching period with the selected movies.

As the experimental period took four weeks by five academic hours in each, either the follow of the course-book studies, and the teaching process via the subtitled movies took by ten hours in total. The flow of the experimental study can be summarized as following:

The experimenter followed shortly the studies of a unit of the course-book and focused on the main features of the course-book content. Then, instead of applying the course-book and work-book exercises, the experimenter used the subtitled movies as the exercising and intensifying activity.

#### **Pre-watching step:**

First, the students were told that they were going to watch a movie, and then they were asked a few warm up content related and a few vocabulary related questions (see Appendices B.1.1. & B.2.2.) and encouraged to discuss those warm up activities. After that, the experimenter warned the students to take notes about the expressions similar to the warm up vocabulary activity, and to pay attention to the content related features, like the plot of the movie, the interpersonal relations and reasons of the characters and many other features that they might deem important. Finally, the experimenter started the movie with the English subtitle.

**While-watching step:**

While watching the students were not interrupted and asked any questions, they were just let on their own to watch and take notes. But, as the movie took about ninety-five minutes, longer than a class hour, the movie was stopped at the unplanned part; and by the another lesson it was continued by the very point where it was stopped. However, in order to warm up and remind the students' duty about the movie, a few unplanned discussion questions were directed to the students before starting to watch the rest of the movie.

**Post-watching step:**

After finishing the watching step, the experimenter started to ask questions related to the plot, flow, characters' interpersonal relations and many other features of the movie (see Appendices B.1.2. and B.2.2.), and encouraged the students to discuss them. As the controller of the discussion, the experimenter, confirmed by his own statement the true answers for each question so that the students could be sure if they understood the movie correctly and answered the true answers.

After finishing the discussions, some words, idioms and expressions taken from the movie were presented to the students, and they asked to define their meanings and use them in a very short sketches within groups (as the group activities promoted the students to do the best, the experimenter always get the students to work in groups).

The same lesson plan was applied in the whole experimental period.

**3.4.2.2. Control Group**

In each session of the control group the tasks and exercises of the course-book and work-book were applied in accordance with the annual plan. All the taught features were supported with the extra grammar exercises.

**3.4.3. After the Study**

After completing four weeks of the experimental study the same pre-test was applied as the post-test in the same frame and conditions in order to see if there were any reasonable change in the students' knowledge, speed at answering the test questions and comprehension skills.

## CHAPTER IV

### DATA ANALYSIS

#### 4.1. Introduction

The general aim of this study is to find out if there is any reasonable benefits of the original movies with the English subtitles into the language teaching process, like:

- Improving decoding and recognition of a word or an utterance produced by the different speakers with different pronunciations by providing the opportunity to see and be sure of what the learner heard
- Offering rich cultural features that are very important in acquiring English
- Seeing gestures, mimes and any other body language expressions and associating them with the verbal expressions
- enabling establishing and maintaining self-confidence during receptive and productive use of English
- Enabling quick acquisition of pronunciations
- Enabling quick and practical way for acquiring new vocabulary and idioms
- Motivating and drawing attention especially of the young and teenage group of learners
- Improving listening comprehension skills
- Improving reading comprehension skills
- Acquiring new vocabulary and idioms for the long lasting retention since they are presented them in a verbal and non-verbal real life context with the written words at the bottom
- Acquiring communication skills by seeing and hearing how to use the learned knowledge in the real conversations

In order to test the above stated benefits of the original movies with the English subtitles, the research was carried out under the guidance of the following three hypothesis:

*Hypothesis 1:* The learners who are taught English using the subtitled films as the main supplementary teaching and practicing aids will acquire a fluent speaking skills with rich vocabulary and put the learned knowledge in use overconfidently in a short space of time than

the learners who are taught English using conventional activities (like gap filling, matching, listening and repeating a dialogue) as the main supplementary teaching and practicing materials.

*Hypothesis 2:* The learners who are taught English using the subtitled films as the main supplementary teaching and practicing aids will start thinking mainly in English during the conversation while the learners who are taught English using conventional activities (like gap filling, matching, listening and repeating a dialogue) as the main supplementary teaching and practicing materials will be continuing thinking in L1 and translating into English.

*Hypothesis 3:* The learners who are taught English using the subtitled films as the main supplementary teaching and practicing aids will complete the reading comprehension tasks more quickly and successfully than the learners who are taught English using conventional activities (like gap filling, matching, listening and repeating a dialogue) as the main supplementary teaching and practicing materials.

In order to test these hypothesis, an experimental and a control group consisting by 20 students were formed. The regular English lessons were delivered to the experimental group using their course materials and enriching the practice hours with the original movies with the English subtitle. The regular English lessons were delivered to the control group using their course materials and enriching the practice stage with the routine grammar exercises. In total, the research was performed on the 40 six year students.

The assessment of the performances of the both groups was carried out via the pre-test (grammar, vocabulary, listening comprehension and reading comprehension) and the post-test with the same features and skills. The aim of the pre-test was to determine the base level of the students in the both groups, in order to compare with the results of the post-test, which would assist us to verify the study hypothesis and see the improvements of the students.

This chapter includes the assessment of the scores obtained from the pre-test and post-test that were evaluated via the data analysis procedure and the statistical analysis.

## **4.2. Data Analysis Procedure**

The first step in the assessment of the results was calculating the quantity of the true answers of the pre-test. In other words, there were 100 questions in the pre-test of the grammar skills, and each question was given by 1 points to obtain 100 points in total; there were 70 questions in the pre-test of the vocabulary skills, and question was given by 1.4286 points to

obtain 100 points in total; there were 25 questions in the pre-test of the listening skills, and each question was given by 4 points to obtain 100 points in total; and there were 29 questions in the pre-test of the reading skills, and each was given by 3.4483 points to obtain 100 points in total. Since the post-test included the same content, the same approach was implemented to the post-tests as well (see Appendix A).

For getting the raw scores, the calculation of the means and standard deviations of the both groups on the pre-tests and post-tests was performed by the use of T-Test statistics. Then, the mean scores of the groups were compared by the use of two non-parametric statistics, Mann Whitney U Test and Wilcoxon Test. For the assessment of the improvement differences within groups, the Wilcoxon Test was applied. And for the comparison the success differences between the two groups, the Mann Whitney U Test was applied. All the results were compared at the ‘0,05’ level of significance. The software used for the data analysis was the SPSS (Statistical Package for Social Sciences), version 20.

The statistical analysis for this research was performed in two steps, pre-test (grammar, vocabulary, listening and reading skills) and post-test (grammar, vocabulary, listening and reading skills). All the results related to each skill are presented in the below tables.

### 4.3. Results of the Study

#### 4.3.1. Pre-test

As the pre-test on the all four skills was carried out, the raw pre-test scores of the experimental and control groups were used to calculate the means and the standard deviations of the groups. The tables below present separately for each skill the results of this statistical analysis:

Table 1.1. Mann Whitney U Analysis for Pre-test Scores for the Grammar skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	22.10	8.315	- 0.108	0.914
CONTROL	20	23.45	11.555		



According to the Table 1.1. the mean scores of the experimental group were calculated as  $22.10 \pm 8.315$ , and the scores of the control group were calculated as  $23.45 \pm 11.555$ . After computing the pre-test results on the grammar skills according to the Mann Whitney U Test analysis, the Z value was obtained as -0.108 at the 0.05 level of significance. This shows that there was no difference between the experimental and control groups. In other words, the both groups generally were equal on the grammatical skills.

Table 1.2. Mann Whitney U Analysis for Pre-test Scores for the Vocabulary skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	13.90	3.611	- 0.584	0.559
CONTROL	20	13.15	5.422		

According to the Table 1.2. the mean scores of the experimental group were calculated as  $13.19 \pm 3.611$ , and the scores of the control group were calculated as  $13.15 \pm 5.422$ . After computing the pre-test results on the grammar skills according to the Mann Whitney U Test analysis, the Z value was obtained as -0.584 at the 0.05 level of significance. This shows that there was no difference between the experimental and control groups. In other words, the both groups generally were equal on the vocabulary skills.

Table 1.3. Mann Whitney U Analysis for Pre-test Scores for the Listening skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	21.80	6.925	- 0.838	0.402
CONTROL	20	19.60	8.094		

According to the Table 1.3. the mean scores of the experimental group were calculated as  $21.80 \pm 6.925$ , and the scores of the control group were calculated as  $19.60 \pm 8.094$ . After computing the pre-test results on the grammar skills according to the Mann Whitney U Test

analysis, the Z value was obtained as -0.838 at the 0.05 level of significance. This shows that there was no difference between the experimental and control groups. In other words, the both groups generally were equal on the listening skills.

Table 1.4. Mann Whitney U Analysis for Pre-test Scores for the Reading skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	13.40	2.909	- 0.027	0.978
CONTROL	20	13.20	2.931		

According to the Table 1.4. the mean scores of the experimental group were calculated as  $13.40 \pm 2.909$ , and the scores of the control group were calculated as  $13.20 \pm 2.931$ . After computing the pre-test results on the grammar skills according to the Mann Whitney U Test analysis, the Z value was obtained as -0.027 at the 0.05 level of significance. This shows that there was no difference between the experimental and control groups. In other words, the both groups generally were equal on the reading skills.

The pre-test assessment showed that the both, experimental and control groups generally were equal about the knowledge and retention of the learned grammar; guessing the meanings of the words according to the context; listening skills; and comprehension of the texts and reading speeds. The students were taken a pre-test on four skills: grammar (100 questions), vocabulary (70 questions), listening (25 questions), and reading (29 questions). The test was applied multiple-choice, true/false, and fill in the gap basis.

#### **4.3.2. Post Test**

After the four weeks of instruction the students of the both groups were taken post-test, and the post-test scores were compared to see if there were any significant improvement on the tested skills. To assess the difference between the pre-test and post-test within each group, the Wilcoxon Test is implemented. The statistical results of the analysis are presented in the below tables:

Table 2.1. Comparison of the Pre-test with Post-test results of the Grammar skills within the Control Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	23.45	11.555	- 3.921	0.000
POST-TEST	20	85.15	10.903		

According to the table 2.1. the Z value (-3.921) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the grammatical skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of recognition and use the grammatical skills.

Table 2.2. Comparison of the Pre-test with Post-test results of the Vocabulary skills within the Control Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	13.15	5.422	- 3.922	0.000
POST-TEST	20	68.05	11.176		

According to the table 2.2. the Z value (-3.922) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the vocabulary skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of guessing meanings of the words according to the context.

Table 2.3. Comparison of the Pre-test with Post-test results of the Listening skills within the Control Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	19.60	8.094	- 3.841	0.000
POST-TEST	20	37.60	7.500		

According to the table 2.3. the Z value (-3.841) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the listening skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of listening comprehension skills.

Table 2.4. Comparison of the Pre-test with Post-test results of the Reading skills within the Control Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	13.20	2.931	- 3.920	0.000
POST-TEST	20	60.90	12.397		

According to the table 2.4. the Z value (-3.920) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the reading skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of reading comprehension skills and reading speed.

Table 3.1. Comparison of the Pre-test with Post-test results of the Grammar skills within the Experimental Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	22.10	8.315	- 3.921	0.000
POST-TEST	20	85.15	10.903		

According to the table 3.1. the Z value (-3.921) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the grammatical skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of recognition and use the grammatical skills.

Table 3.2. Comparison of the Pre-test with Post-test results of the Vocabulary skills within the Experimental Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	13.90	3.611	- 3.921	0.000
POST-TEST	20	91.00	6.000		

According to the table 3.2. the Z value (-3.921) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the vocabulary skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of guessing meanings of the words according to the context.

Table 3.3. Comparison of the Pre-test with Post-test results of the Listening skills within the Experimental Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	21.80	6.925	- 3.928	0.000
POST-TEST	20	87.80	10.895		

According to the table 3.3. the Z value (-3.928) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the listening skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of listening comprehension skills.

Table 3.4. Comparison of the Pre-test with Post-test results of the Reading skills within the Experimental Group:

<b>THE CONTROL GROUP</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>WILCOXON -Z-</b>	<b>-P-</b>
PRE-TEST	20	13.40	2.909	- 3.920	0.000
POST-TEST	20	85.75	9.766		

According to the table 3.4. the Z value (-3.920) is computed by the application of the Wilcoxon Test, and revealed a reasonable difference about the reading skills within the control group. That is to say, this analysis showed the improvement within the control group in terms of reading comprehension skills and reading speed.

The tables above presented that both the experimental and control groups showed a reasonable improvements within groups. In order to observe the difference between each group, the Mann Whitney U Test was implemented on the post-test results.

Table 4.1. Mann Whitney U Analysis for Post-test Scores for the Grammar skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	87.30	7.658	- 0.353	0.724
CONTROL	20	85.15	10.903		

According to the table 4.1. the mean post-test scores on the grammatical skills of the experimental group were calculated as  $87.30 \pm 7.658$ , and the scores of the control group were calculated as  $85.15 \pm 10.903$ . According to the Z value (-0.353) calculated by the use of the Mann Whitney U Test analysis, though the both groups showed a reasonable improvement on the grammatical skills, they preserved equity in succeeding.

Table 4.2. Mann Whitney U Analysis for Post-test Scores for the Vocabulary skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	91.00	6.000	- 5.176	0.000
CONTROL	20	68.05	11.176		

According to the table 4.2. the mean post-test scores on the vocabulary skills of the experimental group were calculated as  $91.00 \pm 6.000$ , and the scores of the control group were calculated as  $68.05 \pm 11.176$ . According to the Z value (-5.176) calculated by the use of the Mann Whitney U Test analysis, though the both groups showed a reasonable improvement on the vocabulary skills, the experimental group showed significantly higher results.

Table 4.3. Mann Whitney U Analysis for Post-test Scores for the Listening skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	87.80	10.895	- 5.430	0.000
CONTROL	20	37.60	7.500		

According to the table 4.3. the mean post-test scores on the listening skills of the experimental group were calculated as  $87.80 \pm 10.895$ , and the scores of the control group were calculated as  $37.60 \pm 7.500$ . According to the Z value (-5.430) calculated by the use of the Mann Whitney U Test analysis, though the both groups showed a reasonable improvement on the listening skills, the experimental group showed significantly higher results.

Table 4.4. Mann Whitney U Analysis for Post-test Scores for the Reading skills:

<b>GROUPS</b>	<b>N</b>	<b>MEAN</b>	<b>STD. DEVIATION</b>	<b>MANN WHITNEY U -Z-</b>	<b>-P-</b>
EXPERIMENTAL	20	85.70	9.766	- 4.820	0.000
CONTROL	20	60.90	12.397		

According to the table 4.4. the mean post-test scores on the reading skills of the experimental group were calculated as  $85.70 \pm 9.766$ , and the scores of the control group were calculated as  $60.90 \pm 12.397$ . According to the Z value (-4.820) calculated by the use of the Mann Whitney U Test analysis, though the both groups showed a reasonable improvement on the reading skills, the experimental group showed significantly higher results on the comprehension and speed in reading.

Consequently, these results verified the hypothesis of this research: The students who were delivered the regular lessons in the accompany with movies with the English subtitles were more successful on the acquisition and productive skills according to the post-test results than the students who were delivered lessons in the accustomed classical ways.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1. Introduction**

This study examined the benefits of the use of the original films with the English subtitles in teaching English on six year students. In this chapter, the findings of this research are summarized and discussed in accordance with the research hypotheses presented in chapter I. And also, a concise description of pedagogical implications and further research suggestions are handled in this chapter.

#### **5.2. Discussion**

By this study, the researcher had the goal to check the benefits of the subtitled films in language teaching and acquisition. Referring to this goal, two ways for teaching English were determined and tested to see which of them would be the most beneficial: teaching/learning English via the conventional methods being bound to the instruction of the course-book and intentional exercises, or using original movies with the English subtitles while following the regular curriculum. Two groups containing 20 students each were organized, the regular curriculum subjects were followed in different ways.

For the implementation of this study a pre-test was administered to the groups before the starting the teaching process and the result of these tests were compared using Mann-Whitey U and Wilcoxon Tests. The analyses of the pre-test indicated that there were more similarities between the experimental and control groups, rather than any significant differences, which meant the groups were equal in their knowledge and control of English.

After the teaching period, both groups were given a post-test in order to see if there were any difference between the groups. The analysis of test results showed that both groups performed better after the teaching process. Nevertheless, the experimental group performed much better on the post-test than the control group. The experimental group showed greater progress not only on the post-test, but also in their communicative activities with their other English teachers in the target language out of the class hours. This progress shows that the students improved their using skills of the target language and gained self-confidence.

To sum up, the results indicated that the use of the original movies with the English subtitles had a positive effect on teaching/learning English. Relying on this, it can be studied that

the findings of this research confirm the hypotheses of this study mentioned at the beginning. In other words, the statistical evidences proved that there is an important difference between the scores of the students who were taught English using the subtitled films in addition to the course-book activities that the students who were taught English via only the course-book activities and intensified grammatical and vocabulary exercises.

The result also showed that the students who were taught English via the subtitled films were able to use their already learned skills and vocabulary of the target language communicatively. And also, it is observed that watching subtitled films enriched the lesson and gained the learners maximum motivation. Both the students and the teacher enjoyed the class, since this activity gained a significant class management.

Consequently, the results of this study has confirmed the validity of the hypotheses of the researcher that teaching/learning a second language through the original movies with the English subtitles contain effective strategies that contributes to the acquisition and mastering of the skills of the target language.

### **5.3. Pedagogical Implementations**

The findings of this study propose several pedagogical implications to the EFL teachers and curriculum designers. As the original movies with the English subtitles are rich and good sources of authentic, linguistic, cultural and functional input, which is necessary for language acquisition, they are indispensable parts of learning and teaching language. Therefore, this study suggests that the original movies with the English subtitles can be integrated to the syllabus to bring the real life language into the classroom. Provided that the teachers use these films, it will bring an extra quality and effectiveness to their teaching process that will enable to teach even very challenging students who are not concerned in the lesson and reluctant to do the required activities. For this purpose, after finishing each unit of a course-book different subtitled films can be watched according to the proficiency level of the learners' group.

Students learning English as a second language are supposed to do more than just learning grammar and solving multiple choice tests or any kind of grammar exercises, and memorizing vocabulary definitions and doing matching tasks. They are supposed to know that knowing the definitions of grammatical patterns, and scoring high in the multiple choice or any other conventional tasks, and knowing definitions of words do not mean knowing a language.

Therefore, the teachers are to apply more acquisitive exercises rather than informative tasks. In other words, the teachers are to encourage the students to learn and use the language by means of much more authentic and communicatively functional materials.

#### **5.4. Suggestions for the Further Studies**

Sine this study is limited to 40 students in a primary school and four weeks and five hours a week, the points below might be beneficial for the further studies:

- Due to the limited time, this study involved only forty students (two groups by 20 students) and the teaching period took four weeks with five-hour lessons in each. Further studies can be done in an extended time period and with larger number of students in order to obtain much better statistical results.
- This study has been performed on six year students at a private school in Istanbul who has been delivered an intensive English courses since their first year. Further studies can be extended to the higher or lower level students, and the students who are learning English for the proficiency purposes, like TOEFL, IELTS, YDS, etc., so that the results would cover broader fields of language learning and learners.
- The techniques for using the original subtitled films for teaching language can be developed further or new techniques can be used in the further studies.
- The aspects how to deal with the challenging students (students who are poor in both academic and behavioral aspects, and hard to be motivated and taught) and make the lesson attractive for those students can be investigated further.
- The contribution of using the original subtitled movies to the grammar and vocabulary learning can be investigated further.

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## APPENDICES

### APPENDIX A

#### Pre-Test and Post Test

#### Grammar Test

#### Choose the best answer

1. Where \_\_\_\_\_ yesterday?  
A) went you                      B) was you  
C) have you been                D) were you
2. He's lived in London \_\_\_\_\_.  
A) for some time                B) since he is born  
C) since a long time            D) since some time
3. At the post office he asked \_\_\_\_\_.  
A) stamps                        B) some stamps  
C) four stamps                  D) for four stamps
4. "Can't you read?" Mary said \_\_\_\_\_ to  
the notice.  
A) and pointed angry  
B) angrily pointed  
C) pointing angrily  
D) and angrily pointing
5. Tom is waiting \_\_\_\_\_ the doctor.  
A) to see                        B) for to see  
C) for seeing                  D) for see
6. I'm not sure which restaurant \_\_\_\_\_.  
A) to eat on                      B) eating at  
C) to eat at                      D) for eating
7. Send him to the baker's \_\_\_\_\_ the  
bread.  
A) to buy                        B) in order he buys  
C) for to buy                    D) for buying
8. Wanda is \_\_\_\_\_ Jane.  
A) a lot pretty than  
B) a lot prettier that  
C) much more pretty that  
D) much prettier than
9. He didn't know \_\_\_\_\_ or go home.  
A) to wait                        B) if that he should wait  
C) if to wait                      D) whether to wait
10. Sally didn't put in \_\_\_\_\_ water.  
A) no                              B) so much  
C) enough of                    D) few
11. \_\_\_\_\_ like ice-cream.  
A) Every children                B) Every child



- C) All of children      D) All children
12. When you go abroad, do you \_\_\_\_\_ take your passport?  
 A) have to      B) ought to  
 C) need      D) must
13. You don't need your hat.  
 A) Put off it!      B) Put it off!  
 C) Take off it!      D) Take it off!
14. We're going to go \_\_\_\_\_ car.  
 A) in France in John's  
 B) in France by John's  
 C) to France in John's  
 D) to France by John's
15. It's dark without the lights. Let's \_\_\_\_\_  
 A) switch on them      B) turn them on  
 C) to turn on them      D) to switch them on
16. What time does the train \_\_\_\_\_ Bristol?  
 A) arrive into      B) come at  
 C) go into      D) get to
17. Everybody \_\_\_\_\_ in bed.  
 A) has to spend some time  
 B) have to spend some time  
 C) has to spend sometimes  
 D) have to spend sometimes
18. These are nice apples. How \_\_\_\_\_ in a kilo?  
 A) much are there      B) many are there  
 C) much are they      D) many are they
19. Paul's ill, so he \_\_\_\_\_ a doctor tomorrow.  
 A) is going to be visit      B) goes to meet  
 C) is going to see      D) goes to tell
20. How \_\_\_\_\_ from Leeds to Liverpool?  
 A) far is there      B) long is there  
 C) far is it      D) long way is
21. She's \_\_\_\_\_ singer in England.  
 A) most known      B) the most known  
 C) most famous      D) the most famous
22. Beryl isn't going to the dance.  
 A) Neither Pat is.      B) Pat isn't too.  
 C) Pat also.      D) Nor is Pat.
23. Who taught you \_\_\_\_\_ a car?  
 A) driving      B) to drive  
 C) riding      D) to ride
24. A lot of letters and cards came today, but \_\_\_\_\_ you.  
 A) there wasn't anything for  
 B) there wasn't something for  
 C) it wasn't anything for  
 D) it wasn't something for
25. Kim and Tony weren't the only people in the garden. There \_\_\_\_\_.  
 A) were some other ones  
 B) were some others  
 C) was another

- D) was someone more
26. I want to leave my car. Can you tell me \_\_\_\_\_ near here?  
 A) if there's a car park  
 B) is there a car park  
 C) if there's a parking  
 D) is there a parking
27. Must we \_\_\_\_\_ this homework tonight?  
 A) to do                      B) to make  
 C) do                          D) make
28. My piano is magnificent \_\_\_\_\_ since I was 18.  
 A) I got it                  B) I've got it  
 C) I have it                 D) I've had it
29. The last time \_\_\_\_\_ to the library was last week.  
 A) I have gone              B) I have been  
 C) I was                      D) I went
30. Why is there \_\_\_\_\_ traffic on the streets in February than in May?  
 A) less    B) fewer    C) few    D) little
31. \_\_\_\_\_ it's raining, we'll stay at home.  
 A) As    B) Like    C) How    D) Because of
32. Tim sat near the fire \_\_\_\_\_ warm.  
 A) for to get                B) for get  
 C) to get                     D) for getting
33. I don't know where \_\_\_\_\_ .  
 A) the lavatory to be  
 B) is the lavatory  
 C) be the lavatory  
 D) the lavatory is
34. To drive a car safely it is \_\_\_\_\_ good brakes.  
 A) essential with  
 B) essential having  
 C) essential to have  
 D) essential have
35. If you've read my book, please \_\_\_\_\_ to me.  
 A) give it again              B) give again it  
 C) give it back               D) give back it
36. \_\_\_\_\_ people came than I expected.  
 A) Other                      B) Fewer  
 C) Another                    D) Few
37. In some countries children normally go \_\_\_\_\_ bikes.  
 A) to school on              B) to the school on  
 C) to school by               D) to the school by
38. Mary \_\_\_\_\_ be in Paris because I saw her in town only an hour ago.  
 A) mustn't                    B) isn't able to  
 C) can't                        D) may not
39. Simon \_\_\_\_\_ the club.  
 A) often plays tennis at  
 B) often plays tennis on  
 C) plays often tennis at

- D) plays often tennis on
40. Do you want another cake? No, thank you,  
\_\_\_\_\_ .
- A) I still have got some left  
B) I've still got some left  
C) I still have some ones  
D) I have still some ones
41. \_\_\_\_\_ is Oxford from Cambridge?
- A) How far                      B) How long  
C) How long away              D) What distance
42. She \_\_\_\_\_ the cinema, but her husband  
doesn't go with her.
- A) used to go                      B) usually sees  
C) often goes to                  D) visits sometimes
43. We've looked \_\_\_\_\_ for the keys we  
lost.
- A) in all places                      B) at all places  
C) over all                              D) everywhere
44. There's something wrong with the table.  
Yes, I can \_\_\_\_\_ .
- A) feel it that it's moving  
B) touch its moves  
C) touch it moving  
D) feel it moving
45. Sally never goes to pubs.
- A) Tom doesn't that either.  
B) Tom doesn't too.  
C) Neither does Tom.  
D) Tom does neither.
46. Agnes was the first girl \_\_\_\_\_ when

- you got here.
- A) you talked to whom  
B) you talked to  
C) whom you talked  
D) who talked you
47. Many parents allow their children  
\_\_\_\_\_ own decisions.
- A) making their                      B) making the  
C) to make their                      D) to make the
48. The teacher says that Mary \_\_\_\_\_  
work hard next year.
- A) will have to                      B) has better  
C) would rather to                  D) had rather
49. The American film I saw was \_\_\_\_\_ .
- A) not very funny                  B) not much funny  
C) not very fun                      D) not too much fun
50. Try to find me \_\_\_\_\_ scissors.
- A) a pair    B) two    C) some    D) one
51. Take an umbrella \_\_\_\_\_ it rains.
- A) in any case                      B) in case  
C) because                              D) for
52. I \_\_\_\_\_ have coffee than tea.
- A) like more to                      B) prefer  
C) would rather                      D) had better
53. He didn't thank me for the present. That is  
\_\_\_\_\_ annoyed me.
- A) the which                              B) that which  
C) the thing what                      D) what

54. She looks \_\_\_\_\_ .  
 A) pleasant                      B) to be pleasant  
 C) that she's pleasant      D) pleasantly
55. When you \_\_\_\_\_ the furniture, please tell me.  
 A) will finish to move  
 B) finish to move  
 C) will finish moving  
 D) have finished moving
56. The reason \_\_\_\_\_ I'm writing is to tell you about a party on Saturday.  
 A) because    B) why    C) for    D) as
57. He's \_\_\_\_\_ to know the answer.  
 A) likely                      B) probable  
 C) maybe                      D) probably
58. She came \_\_\_\_\_ because her car has broken down.  
 A) walking                      B) by foot  
 C) with foot                      D) on foot
59. That's the man \_\_\_\_\_ yesterday.  
 A) which I was talking to  
 B) what I was talking to  
 C) I was talking to  
 D) with who I was talking

60. I've been looking for you \_\_\_\_\_ .  
 A) everywhere                      B) anywhere  
 C) for all places                      D) in all places
61. \_\_\_\_\_ he was tired he went on working.  
 A) Even                      B) Yet  
 C) Although                      D) In spite
62. \_\_\_\_\_ me \_\_\_\_\_ .  
 A) Tell / what is this  
 B) Tell / what this is  
 C) Say / what is this  
 D) Say / what this is
63. If you \_\_\_\_\_ help you, you only have to ask me.  
 A) want me to                      B) want that I  
 C) want I should                      D) are wanting me to
64. "I'm going to the theatre tonight." "So \_\_\_\_\_"  
 A) will I    B) I will    C) am I    D) do I
65. How \_\_\_\_\_ is it from here to New York?  
 A) long way                      B) long  
 C) far                      D) much far

66. I wish I \_\_\_\_\_ what to do.  
 A) knew            B) have known  
 C) know            D) would know
67. He likes playing \_\_\_\_\_  
 A) the football            B) football  
 C) at football            D) at the football
68. My brother, \_\_\_\_\_ lives in Iceland, is coming to visit us.  
 A) which    B) that    C) whom    D) who
69. He's already about \_\_\_\_\_ his father.  
 A) so tall than            B) as tall than  
 C) as tall as            D) so tall as
70. \_\_\_\_\_ him go out if he wants to.  
 A) Allow    B) Leave    C) Let    D) Permit
71. I didn't hear what he was \_\_\_\_\_  
 A) telling            B) saying  
 C) talking            D) speaking
72. I \_\_\_\_\_ watching this program because it is very interesting.  
 A) amuse            B) please  
 C) delight            D) enjoy
73. That student \_\_\_\_\_ his hand every time I ask a question.  
 A) gets out            B) gets up  
 C) rises            D) puts up
74. I \_\_\_\_\_ hands with him when he came in.  
 A) gave            B) greeted  
 C) shook            D) offered
75. He looks \_\_\_\_\_ .  
 A) to be sad            B) sad  
 C) sadly            D) that he's sad
76. Would you like some more coffee?  
 There's still \_\_\_\_\_ left.  
 A) a little            B) little  
 C) a few            D) few
77. I gave her \_\_\_\_\_ stocking for her birthday.  
 A) a pair of            B) a couple of  
 C) a            D) any
78. Frank plays \_\_\_\_\_ Alex.  
 A) a lot more better than  
 B) much more better than  
 C) a lot better than  
 D) much more well than
79. How \_\_\_\_\_ is your house from here?  
 A) long            B) far  
 C) much far            D) long way

80. You can't rely \_\_\_\_\_ him to do the job properly.

- A) to    B) with    C) in    D) on

81. I'd never allow my children \_\_\_\_\_ like that.

- A) that they behaved    B) behave  
C) to behave    D) behaving

82. He asked me \_\_\_\_\_ stay.

- A) how long I was going to  
B) how long was I going to  
C) how long time I was going to  
D) how long time was I going to

83. \_\_\_\_\_ he worked all day, he couldn't finish the job.

- A) Although    B) Even  
C) In case    D) In spite

84. That's the hotel \_\_\_\_\_ last year.

- A) which we stayed  
B) at which we stayed at  
C) where we stayed at  
D) where we stayed

85. I'll leave him a note \_\_\_\_\_ he'll know where we are.

- A) so that    B) that

- C) in order    D) for

86. You \_\_\_\_\_ drive carefully. The roads are wet.

- A) had rather    B) would rather  
C) had better    D) would better

87. She broke a \_\_\_\_\_ while she was washing up.

- A) glass wine    B) wine glass  
C) glass for wine    D) glass of wine

88. I'm going to the hairdresser's to \_\_\_\_\_

- A) cut my hair    B) have my hair cut  
C) have cut my hair    D) cut me my hair

89. He couldn't help \_\_\_\_\_ that his wife was worried.

- A) except notice    B) notice  
C) to notice    D) noticing

90. He wanted to know the reason \_\_\_\_\_ I was late.

- A) as    B) for    C) why    D) because

91. I'm bad \_\_\_\_\_ remembering faces.

- A) at    B) in    C) with    D) on

92. She \_\_\_\_\_ read her a story.

- A) wants that I    B) wants me for

- C) is wanting that I      D) wants me to
93. He hasn't been here \_\_\_\_\_ .  
 A) three weeks ago  
 B) since three weeks  
 C) during three weeks  
 D) for three weeks
94. He is \_\_\_\_\_ a horse.  
 A) as strong like      B) as strong as  
 C) so strong as      D) so strong than
95. "Which is your sister?" "She's the girl \_\_\_\_\_ is wearing the green dress."  
 A) who    B) who's    C) which    D) what
96. There's no one to \_\_\_\_\_ .  
 A) look the children after  
 B) look after the children  
 C) take care the children  
 D) care the children
97. He failed the examination three times but \_\_\_\_\_ he passed.  
 A) at the end      B) at finish  
 C) at last      D) at least
98. His parents died when he was young so he was \_\_\_\_\_ by his aunt.  
 A) brought out      B) grown up
- C) brought up      D) grown
99. I wanted to go there by plane but I hadn't enough money to pay for the \_\_\_\_\_ .  
 A) journey      B) travel  
 C) voyage      D) fly
100. I've just finished \_\_\_\_\_ my shopping.  
 A) to make      B) doing  
 C) to do      D) making

## Vocabulary Test

1. Someone who carries a message is \_\_\_\_\_.

- A) worker            B) messenger  
C) peace maker    D) foreigner

2. A food made from milk is \_\_\_\_\_.

- A) ham                B) cheese  
C) stew               D) pepper

3. The part of a room you walk on is \_\_\_\_\_.

- A) ceiling            B) carpet  
C) floor               D) wall

4. Someone you do not know is \_\_\_\_\_.

- A) inhabitant        B) man  
C) native              D) stranger

5. A sea voyage for pleasure is \_\_\_\_\_.

- A) by sea             B) ship  
C) seashore          D) cruise

6. Someone who makes or looks after machines is \_\_\_\_\_.

- A) economist        B) worker  
C) teacher            D) engineer

7. UFO stands for \_\_\_\_\_.

- A) Unknown Flying Object  
B) Unmanned Flying Object

C) Unidentified Flying Object

D) Unreal Flying Object

8. A public sale where things are sold to the people who offer the most money for them is \_\_\_\_\_.

- A) audience            B) attic  
C) auction              D) atlas

9. A very large pool of water with land all around is \_\_\_\_\_.

- A) garden              B) oath  
C) nut                    D) lake

10. Two stored buses are called \_\_\_\_\_.

- A) the underground    B) street-cars  
C) double-deckers     D) coaches

### What teenagers do with their money

Thirteen-year-olds do not spend as much money as their parents suspect - at least not according to the findings of a \_\_ (11) \_\_ survey, Money and Change. The survey \_\_ (12) \_\_ three hundred teenagers, 13-17 years old, from \_\_ (13) \_\_ Britain.

By the time they \_\_ (14) \_\_ their teens, most children see their weekly allowance rise dramatically to an amazing national average of £5.14. Two thirds think they get \_\_ (15) \_\_



money, but most expect to have to do something to get it.

Although they have more cash, worry about debt is \_\_(16)\_\_ among teenagers. Therefore, the \_\_(17)\_\_ of children \_\_(18)\_\_ an effort to save for the future.

Greater access to cash \_\_(19)\_\_ teenagers does not, however, mean that they are more irresponsible \_\_(20)\_\_ a result. The economic recession seems to have encouraged \_\_(21)\_\_ attitudes to money, even in the case of children at these ages. Instead of wasting what pocket \_\_(22)\_\_ they have on sweets or magazines, the 13-year-olds who took \_\_(23)\_\_ in the survey seem to \_\_(24)\_\_ to the situation by saving more than half \_\_(25)\_\_ their cash.

- 11. A) late                      B) recent  
      C) latest                    D) fresh
- 12. A) included                B) contained  
      C) counted                 D) enclosed
- 13. A) entire                    B) all over  
      C) complete                D) the whole
- 14. A) reach                    B) get  
      C) make                      D) arrive
- 15. A) acceptable              B) adequate  
      C) satisfactory              D) enough
- 16. A) gaining                 B) heightening  
      C) increasing               D) building
- 17. A) most                     B) maximum  
      C) many                     D) majority

- 18. A) make                    B) do  
      C) have                    D) try
- 19. A) among                    B) through  
      C) between                 D) along
- 20. A) like                     B) as  
      C) for                      D) in
- 21. A) aware                    B) knowing  
      C) helpful                 D) cautious
- 22. A) cash                     B) money  
      C) change                 D) savings
- 23. A) part                     B) place  
      C) share                    D) piece
- 24. A) reply                    B) answer  
      C) respond                 D) return
- 25. A) from                    B) as  
      C) of                        D) for

### Traffic Lights

The first traffic signal was invented by a railway signaling engineer. It was installed \_\_(26)\_\_ the Houses of Parliament in 1868. It \_\_(27)\_\_ like any railway signal of the time, and was operated by gas. \_\_(28)\_\_, it exploded and killed a policeman, and the accident \_\_(29)\_\_ further development until cars became common.

\_\_(30)\_\_ traffic lights are an American invention. Red-green \_\_(31)\_\_ were installed in Cleveland in 1914. Three-color signals, operated \_\_(32)\_\_ hand from a tower in the \_\_(33)\_\_ of the street, were installed in New

York in 1918. The \_\_(34)\_\_ lights of this type to \_\_(35)\_\_ in Britain were in London, on the junction between St. James's Street and Piccadilly, in 1925. Automatic signals were installed \_\_(36)\_\_ year later.

In the past, traffic lights were \_\_(37)\_\_\_. In New York, some lights had a statue on top. In Los Angeles the lights did not just \_\_(38)\_\_ silently, but would ring bells to \_\_(39)\_\_ the sleeping motorists of the 1930s. These are gone and have been \_\_(40)\_\_ by standard models which are universally adopted.

26. A) outside                      B) out  
       C) out of                        D) outdoors
27. A) resembled                 B) looked  
       C) showed                      D) seemed
28. A) However                    B) Therefore  
       C) Although                    D) Despite
29. A) forbade                     B) disappointed  
       C) avoided                     D) discouraged
30. A) New                         B) Recent  
       C) Modern                     D) Late
31. A) methods                    B) ways  
       C) systems                     D) means
32. A) by                            B) with  
       C) through                    D) in
33. A) middle                     B) heart  
       C) focus                        D) halfway
34. A) original                    B) primary  
       C) first                         D) early

35. A) show                        B) appear  
       C) happen                    D) become
36. A) a                             B) in the  
       C) in a                         D) the
37. A) various                    B) particular  
       C) rare                         D) special
38. A) change                    B) alter  
       C) vary                        D) move
39. A) rise                         B) raise  
       C) wake                        D) get up
40. A) reproduced              B) replaced  
       C) removed                   D) remained

**On your bike!**

If you are getting fed up wasting time looking for parking space, my \_\_(41)\_\_ to you is to consider the bicycle as an alternative \_\_(42)\_\_ of transport. Cycling is probably the cheapest and healthiest way of getting \_\_(43)\_\_ in our congested city centers. \_\_(44)\_\_ it is convenient and environmentally desirable, it can be an unattractive \_\_(45)\_\_ on a cold wintry morning. It is much easier to \_\_(46)\_\_ onto a nice warm bus or jump into your car, \_\_(47)\_\_ the sight of cyclists as they weave their way in and out of the traffic may fill you with \_\_(48)\_\_ as you sit waiting in yet \_\_(49)\_\_ traffic jam. In spite of the \_\_(50)\_\_ that worsening pollution is getting many people \_\_(51)\_\_, causing more and more health problems, and \_\_(52)\_\_ it is fashionable to

express one's \_\_(53)\_\_ of the environmentally safe bicycle, it is hard to \_\_(54)\_\_ the danger cyclists face in sharing the road with cars. \_\_(55)\_\_ cycling is not as risky as it looks at first sight, there are more and more accidents involving cyclists.

41. A) advice                      B) warning  
       C) plan                        D) solution
42. A) method                     B) way  
       C) means                      D) instrument
43. A) on                            B) through  
       C) over                        D) about
44. A) Despite                     B) In spite  
       C) Although                 D) Even as
45. A) choice                      B) advice  
       C) propose                    D) transport
46. A) enter                        B) be  
       C) travel                      D) get
47. A) even                        B) however  
       C) though                     D) and
48. A) approval                 B) envy  
       C) angry                      D) criticism
49. A) other                        B) more  
       C) another                    D) longer
50. A) truth                        B) reality  
       C) fact                        D) event
51. A) round                        B) down  
       C) over                        D) together
52. A) while                        B) despite  
       C) as                            D) in spite of

53. A) favor                        B) agreement  
       C) belief                       D) approval
54. A) refuse                      B) criticize  
       C) deny                        D) think
55. A) Even though                B) However  
       C) Whereas                    D) Although

**E-mail or snail mail?**

Modern technology has brought about enormous improvements in communications and yet many people are still very worried \_\_(56)\_\_ using the latest computer technology. I am often \_\_(57)\_\_ to meet colleagues who still don't know what the 'e' in e-mail stands for and they are too \_\_(58)\_\_ to ask.

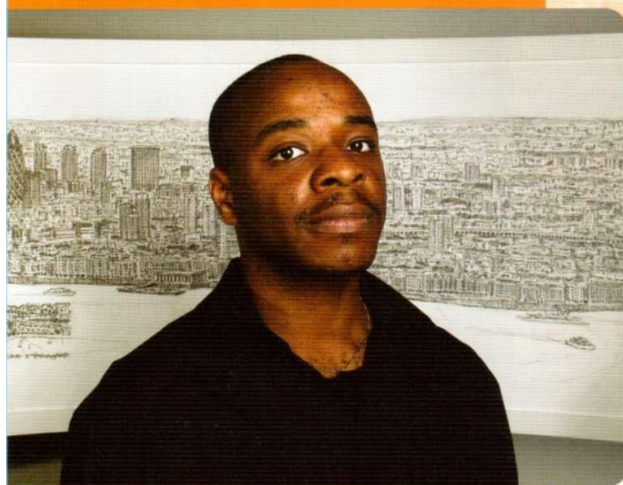
They assume you have to be skilled \_\_(59)\_\_ computers to send a message via e-mail but in fact it is \_\_(60)\_\_ thing in the world. It is also \_\_(61)\_\_ to send an e-mail message \_\_(62)\_\_ to send an ordinary letter or a 'snail' message which also takes \_\_(63)\_\_ longer. An e-mail message is only \_\_(64)\_\_ more expensive than a local telephone call to send; on top of the call itself you also have to pay a fee to your 'server'. If you send a letter by \_\_(65)\_\_ mail it will take a couple of days to get there whereas an e-mail will not take \_\_(66)\_\_ than a few seconds. Once you become \_\_(67)\_\_ to using the system you will be \_\_(68)\_\_ at how much more \_\_(69)\_\_ it is than other means of communication. Of course, before you have access to e-mail, you will need a fairly

\_\_(70)\_\_ computer, which can be quite expensive.

56. A) for                      B) about  
      C) at                      D) with as
57. A) surprising              B) irritating  
      C) surprised                D) irritated
58. A) embarrassing         B) embarrassed  
      C) tired                      D) tiring
59. A) about    B) into    C) to      D) in
60. A) simplest                B) the more simple  
      C) simpler                 D) the simplest
61. A) cheaper                 B) more cheaper  
      C) cheapest                D) the cheaper
62. A) as    B) than    C) that    D) from
63. A) much    B) more    C) as      D) lot
64. A) little    B) slightly    C) less    D) least
65. A) second-hand            B) low-paid  
      C) part-time                D) first-class
66. A) more long                B) longest  
      C) as long                    D) longer
67. A) capable                 B) accustomed  
      C) clever                      D) good
68. A) amazed                 B) puzzled  
      C) experienced              D) pleased
69. A) confident                B) certain  
      C) efficient                 D) skillful
70. A) strong                    B) great  
      C) powerful                 D) large

Read the text and write *TRUE/FALSE* next to the below statements:

## Meet the MEMORY MASTERS



Some people call Stephen Wiltshire 'the human camera'. Stephen was in a helicopter for twenty minutes, above London, and then he drew pictures of the city **from memory**. Stephen wasn't born in London and he doesn't know the city, but in twenty minutes he memorized hundreds of buildings. His pictures weren't perfect, but they were very detailed.

Most people haven't got a **photographic memory** like Stephen. In fact, the maximum number of things people can usually **remember** from a list is about six or seven. But it is possible to train your brain.

For example, Mahavir Jain, from India, memorized 18,000 words and definitions from an English dictionary. His English exams were easy after that and now he owns three English schools.

People also try to **memorize** pi. For most people at school, 3.142 is enough, but Akira Haraguchi, from Japan, once **recited** 100,000 digits of pi in sixteen hours. He started at 9.30 a.m. on a Tuesday and finished at 1.28 a.m. the next day. It was a record.

There are also memory superstars. Dominic O'Brien was first interested in memory after he left school and he started to train his **memory**. In 1991 he won the World Memory Championships. He was World Memory Champion seven more times between 1992 and 2001. In 2002 Dominic memorized the order of cards in fifty-four packs of playing cards. That's 2,808 cards! The world record was 2,704 cards. When he repeated the cards, Dominic was wrong only eight times!

1. Stephen Wiltshire lives in London.
2. Stephen drew a helicopter.
3. Mahavir Jain learned 18.000 words and their meanings.
4. Akira Haraguchi learnt 100.000 digits of pi in 16 hours.
5. Dominic O'Brien was World Memory Champion seven times.

**Choose the best option:**

6. Some people call Stephen Wiltshire “the human camera” .....
  - a) because he drew the picture of London from his memory
  - b) because he had flown on the helicopter for 20 minutes
  - c) because he can memorize the view from one sight
  
7. In order to have a photographic memory .....
  - a) you have to train your brain
  - b) you have it as the natural talent
  - c) you have to remember maximum six or seven things from a list
  
8. Mahavir Jain’s exams were easy ...
  - a) because he owns three English schools
  - b) because he memorized 18.000 words and definitions from an English dictionary
  - c) thanks to his photographic memory
  
9. Dominic O’Brien was the world Memory Champion
  - a) because he trained his memory
  - b) because he memorized 54 packs of playing cards
  - c) because he broke the world record memorizing 2.808 cards



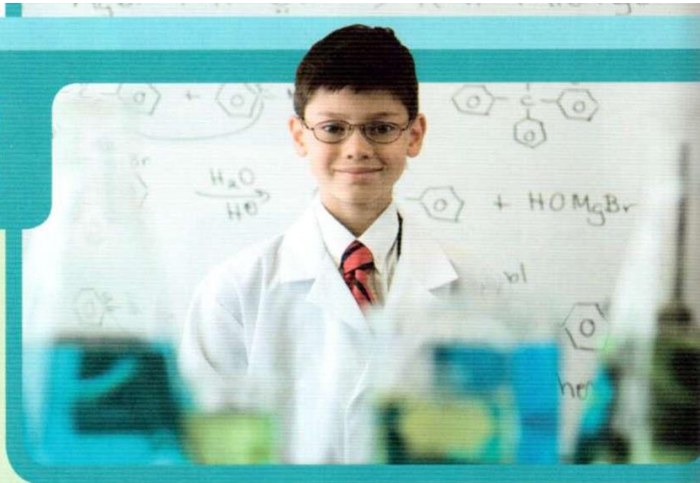
Read the text and complete the sentences with one, two or three words.

# PRODIGY!

Could you speak another language at the age of eight? At this age, Wendy Vo could speak eleven languages fluently. She couldn't brush her teeth by herself, though! Another child genius, S. Chandra Sekhar, could program a computer at seven. At ten he took exams at the company Microsoft and two years later, he went to university.

Prodigies are children with incredible talents. They can do things that many adults can't do. Some scientists think prodigies are born with their talents. However, their parents usually help them. Sometimes children and parents have got the same interests. For example, Mozart's father was a composer and Picasso's father was a painter.

Some parents of prodigies are very ambitious or strict. Ainan Cawley is a chemistry prodigy. At seven, his parents wanted him to start university! When János Starker, a famous cello player, was young, his mother taught their parrot to say 'Practise, János, practise!'.



Clearly, life is sometimes difficult for prodigies. How do you make friends at university when you're twelve? And it's difficult to take a break when a parrot is shouting at you!

Psychologists believe that parents of prodigies need to help their children but not push them too hard. Two-year-old Elise Tan-Roberts' mum is a good example. Elise broke a record when she scored 156 in an IQ exam. Albert Einstein's score was only 160! Elise's mother made an important decision about her daughter. She said, 'Her IQ is really high, but if it goes down we won't be upset.'

10. S. Sandra Sekhar went to university at the age \_\_\_\_\_
11. Some parents like the same things as their \_\_\_\_\_
12. Ainan Cawley's parents wanted him to start \_\_\_\_\_
13. Parents can help child prodigies if \_\_\_\_\_ their children, but not push them too hard.
14. Albert Einstein had an IQ of \_\_\_\_\_ .

**Choose the best option:**

15. S. Sandra Sekhar .....

- a) could speak 11 languages
- b) could not brush her teeth
- c) went to university at twelve

16. Prodigies are .....

- a) children and parents who have got the same interest
- b) children whose parents usually help them
- c) children who have got the natural talents by birth

17. Life is sometimes difficult for prodigies.

- a) because they can make friends when they go to universities
- b) their parents are ambitious and strict
- c) they go to universities at twelve

18. Psychologists believe .....

- a) parents have to push their children to succeed
- b) parents have to be upset when their children do not succeed
- c) parents have to be tolerant



Read the text and write *TRUE/FALSE* next to the below statements:

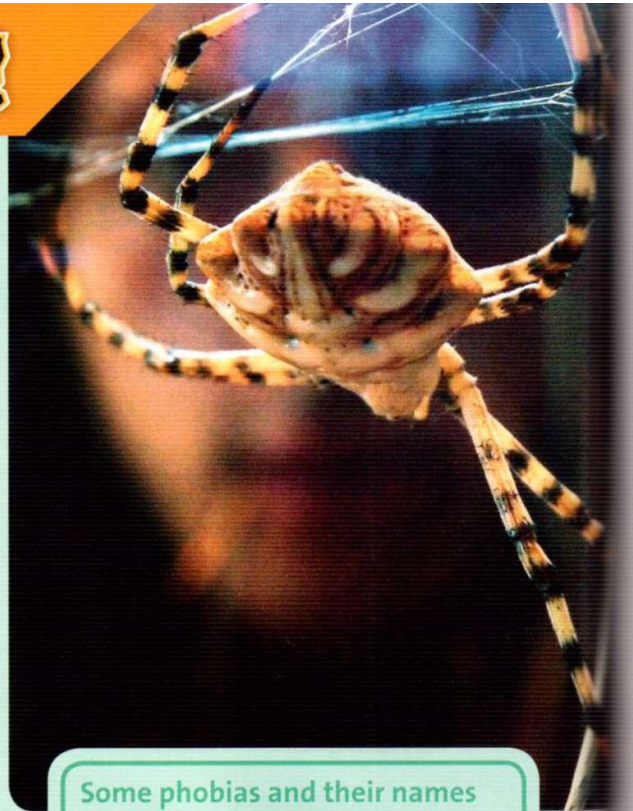
## Feel the fear!

I hate spiders. A lot of people dislike spiders, but I'm really scared of them. If there's a spider in a room, I won't go in. I have stayed at friends' houses three times because there were spiders in our house. It sounds **ridiculous**, but if you haven't got a phobia, you won't understand. I have got a phobia – arachnophobia.

Two months ago, I went with my mum to see a specialist called Mark Tanner. Mark has helped a lot of patients with phobias. Some patients had 'normal' phobias, like being frightened of dogs, or snakes, or the dark. Some patients had really **weird** ones, like phobias of bananas, or eating in public. He's helped a girl with a phobia of school as well. She hasn't been at school this year!

I've seen the specialist a few times and he's been really helpful. First, we looked at photos of spiders, and then we watched spiders on a DVD. Next, he gave plastic spiders to my family and they hid them around the house. That was really **unpleasant**, but it's made me much less **phobic**. I also wrote in my 'spider diary' every time I saw a **real** spider.

I've looked at hundreds of spiders with Mark and my phobia has improved a bit. That's the idea of 'exposure therapy'. After you've seen a thousand spiders, you aren't scared of them anymore. Next week, Mark says that I must touch one. I don't think I'm ready for that! I haven't touched a spider before and I don't know if I can. We'll see ...



### Some phobias and their names

fear of flying – aerophobia  
fear of thunderstorms – brontophobia  
fear of being in a small space – claustrophobia  
fear of dentists – dentophobia  
fear of teenagers – ephiphobia  
fear of snakes – ophiophobia

19. There were spiders at Georgia's house
20. Georgia was Mark Tanner's first patient
21. Some people are scared of eating in public
22. Georgia's family hid real spiders at home
23. Georgia is less scared of spiders now
24. Georgia is definitely going to touch a spider

**Choose the best option:**

25. Georgia stayed at friends' house houses three times ....

- a) because she is afraid of spiders
- b) because there were spiders in their house
- c) because she dislike spiders

26. Mark Tanner helped the girl .....

- a) because she has not been at school this year
- b) because she had a fear
- c) because she asked for his help

27. Georgia's family hid the plastic spiders

- a) to make fun of her fear
- b) to help her to overcome her fear
- c) to scare her

28. Georgia has looked at hundreds of spiders with Mark

- a) to know about the loves of spiders
- b) to spend a good time while sitting
- c) to get rid of her fear

29. The "exposure therapy" is done ....

- a) by touching the spiders
- b) by exploding a few bombs
- c) by looking at the pictures of spiders

**Choose the best answer:**

1. Where is the woman going to go on holiday this year?  
a) Canada   b) Italy   c) Turkey
2. What time was the man's appointment?  
a) 10:30   b) 11:00   c) 11:40
3. What will the weather be like?  
a) it is going to rain  
b) it is going to be sunny  
c) it is going to snow
4. How far is the nearest supermarket?  
a) 5 km   b) 3 km   c) 1 km
5. Which table does Sally like?  
a) small round  
b) big round  
c) small square

**Write a letter (A-H) next to each person**

6. Sam
7. Jane
8. Paul
9. Susan
10. Anna

- |                 |
|-----------------|
| A. Basketball   |
| B. Football     |
| C. Golf         |
| D. Horse-riding |
| E. Skiing       |
| F. Table-tennis |
| G. Tennis       |
| H. Volleyball   |

11. The game is not good for people under  
a) eight   b) ten   c) twelve
12. Black's PC shop  
a) in Cambridge  
b) in London  
c) Peterstown
13. The address of the shop is  
a) 29 Marsdon Street  
b) 29 Hunter Road  
c) 29 Walker Street
14. The last day you can get a free game is  
a) Monday   b) Thursday   c) Friday
15. The computer game costs  
a) £26   b) £30   c) £48

**Listen and fill in the spaces:**

Train

16. Day of journey .....

17. Train leaves at

.....

18. Return ticket cost

.....£.....

19. Food on train .....*Drinks and*

.....

20. Address of the travel agency

..22.....*street*

Manor House Museum

21. You can see downstairs: Ford room

..*pictures of* .....

Upstairs:

22. Left ..*more than 150* .....

23. Right .....*from films and TV*

24. Price of Guide Book .. £.....

25. Museum closes at .....

## APPENDIX B

### SUBTITLED MOVIE ACTIVITY

#### PRE-WATCHING ACTIVITIES - B.1.1.

##### “DIARY OF A WHIMPY KID”

#### Questions for discussion:

1. Did anyone tell you that your school has got certain stories, curses or any stories that effects your life at school in a bad way?
2. What is “the Cheese Touch”?
3. Is there at your school such a thing that you have to make yourself popular among your friends to be respected for the rest of your school-life?
4. What do you think about getting yourself accepted by a new group of friends because you are a friend of the cutest one?
5. Do you have festivals when children go to houses to collect candies?

#### Vocabulary for discussion:

#### Guess and discuss the meanings of the underlined expressions:

1. Ahmet’s elder brother wanted to scare him saying stories about ghosts and demons before the bed.
2. It was snowing and I was covered with snow from head to feet. And, the teacher told me to shake it off before going into the classroom.
3. When we go fighting with boys from the neighbor street, we always have backs of each other.
4. When I asked my mom for ice-cream, she told strictly “No way, you are already sick”.
5. The meal was very delicious and I was nearly eating all of it. Then my mother warned me “save some for your father, he has not come yet”

## POST-WATCHING ACTIVITIES – B.1.2.

### “DIARY OF A WHIMPY KID”

#### Questions for comprehension:

#### Discuss the following questions:

1. Why does Greg think that Rowley is not ready for the middle school?

*Answer: Because he still likes playing as kids*

2. What was the last advice among the Rodrick’s don’ts?

*Answer: Don’t be seen with Rowley*

3. What are the “Shirts” and “Skins”?

*Answer: the soccer team*

4. Why does Angie hide under the staircases?

*Answer: She wants to avoid the pains from the P.E. class*

5. Who is Darren Walsh?

*Answer: the first kid who touched the cheese*

6. What is the only way to get rid of the Cheese Touch?

*Answer: touching someone else; it means that you pass it on someone else*

7. Why did not Dieter Muller, a German exchange student, passed the Cheese Touch on?

*Answer: Because he did not know English well and could not find the definition for the Cheese Touch in the dictionary.*

8. Why does Greg think the word “playing” is humiliating?

*Answer: Because he thinks the guys their age “hang out” not “play”*

9. Why does Greg want to bulk up?

*Answer: Because he wants to gain weight and be accepted to the higher wrestling group*

10. Why does Rowley wear the red blinking light on his costume?

*Answer: Because his mother wants him to be visible*

11. What does Rowley’s mother think about Greg?

*Answer: He is a bad influence (bad friend)*

12. Why does Greg wants to join the Safety Patrol of the school?

*Answer: He wants to be famous and noticed by everybody*

13. What did Greg's father buy to Greg as a Christmas present?

*Answer: Weight lifting set*

14. Is Greg happy with his father's present?

*Answer: No, because he'd prefer video games instead*

15. What makes Rowley popular?

*Answer: his broken arm*

16. Why does Greg decide to join the cartoon tryout?

*Answer: He thinks that if he wins the tryout he may be popular*

17. Why does Greg scare the little children and hide them in the hole?

*Answer: Because he sees a car and thinks that the guys from Halloween are coming*

18. Whose cartoon wins the competition?

*Answer: Rowley's "zoo wee mama"*

19. Why does Rowley stop being friends with Greg?

*Answer: Because he thinks that Greg always thinks about himself*

20. Why does Greg decide to go Fregley's for a sleep over?

*Answer: He wants to show Rowley that he does not need him either*

21. Why does Greg change his mind and decide to be a tree in the play?

*Answer: Because his friend says him the trees have to throw apples on to Patty Farrell  
(Dorothy- character name)*

22. Does Greg's father get angry because Greg ruined the play?

*Answer: No. He says that Dorothy deserved it*

23. How did Greg make himself school favorite?

*Answer: Assuming that he has eaten the cheese*

**Discuss the meanings of the following expressions and give examples:**

1. Swear
2. Get straight
3. Potty
4. Growth spurt
5. Dumbest
6. Outrun
7. Check that out!
8. Blacktop
9. Poop
10. That seat is saved
11. Stunt
12. Crappy
13. Move over! I am dying!
14. Flip out
15. Shoo
16. Weirdo
17. Cover me
18. Be picked on
19. Stay outcast
20. Get of me
21. Save some for somebody else
22. Bulk up
23. Wuss
24. Ditch
25. Wicked
26. Weird
27. Treak or treat



28. Drench
29. They are gaining!
30. Be up for the job
31. They are guys from Halloween
32. Shake it off
33. Step in puddle
34. We are done
35. Promote to team captain
36. Have somebody's back
37. Tick fight
38. Booger
39. Be grounded
40. Make up with
41. No way
42. Finders keepers
43. Leavers losers
44. Punch
45. Copy
46. Wide
47. Shove something down the throat

## **SUBTITLED MOVIE ACTIVITY 2**

### **PRE-WATCHING ACTIVITIES – B.2.1.**

#### **“DIARY OF A WHIMPY KID – DOG DAYS”**

##### **Questions for discussion:**

1. What is the best way for spending a summer vacation?
2. Do you have anything in common with your parents?
3. What would you do if your parents decided to send you to a new school where you do not want to go?
4. What would you do to change your parents' mind about the plan that they make about your future school life?

##### **Vocabulary for discussion:**

##### **Guess and discuss the meanings of the underlined expressions:**

1. Let's kick off the play as everybody is here.
2. Boys look up to Ronaldo and try to play football as he do.
3. I can not play football well, can you give me a few pointers?
4. You are driving very fat, slow it down!
5. I am tired and feel sleepy, I'll hit the hay.

## POST-WATCHING ACTIVITIES – B.2.2.

### “DIARY OF A WHIMPY KID – DOG DAYS”

#### Questions for comprehension:

#### Discuss the following questions:

1. Why does Greg say that the summer vacation is a “guilt trip”?

*Answer: Because he wants to stay at home and play video-games and watch TV, but his father wants him to do outdoor activities.*

2. What is the best way for spending a vacation?

*Answer: Playing video-games and watching TV*

3. What is the main problem between Greg and his Father?

*Answer: They do not have anything in common*

4. Why does Greg’s father take his video-game while they are sitting on the pool side?

*Answer: Because he wants Greg to go swimming and doing some physical activities*

5. Does Greg agree when his father ask his video-game?

*Answer: No.*

6. Why does Rodrick turn on the music while they are sitting on the pool side?

*Answer: He wants to sell some CDs*

7. Why does Greg’s father ask Lenwood about the grade the Spag Union accept students?

*Answer: Because he thinks to send Greg to that school*

8. Why does Greg wet himself in the garden and grab the ball when he sees his father is coming home?

*Answer: He wants to make his father believe that he has been playing in the garden all day*

9. What does Greg’s mother advise his father after he has unplugged the video-game?

*Answer: She suggests him to find some activity that they both can enjoy*

10. What is the only thing that Greg and his father agreed on?

*Answer: Li'l Cutie cartoons*

11. What kind of club is “the Fun Club”?

*Answer: Reading classic books*

12. Is Greg’s mother happy when his father brings a dog to home? Why?

*Answer: No. Because she complains that he would check with her, because the family should decide*

13. What makes her happy with the dog?

*Answer: Manny calls the dog "sweetie" and she names the dog Sweetie*

14. Why does Greg lie that he has a job at the Country Club?

*Answer: Because he does not want to go to his father's office to work*

15. Does Rodrick believe that Greg has a job?

*Answer: No*

16. Is Greg happy that Rodrick wants to come to the Country Club? Why?

*Answer: No. Because he worried that Rodrick would ruin everything*

17. What does Holly mean when she offers: May be I can give you some pointers?

*Answer: She offers to give Greg lesson how to play tennis*

18. Why does Rowley love his mother?

*Answer: Because she helps him keep his body clean*

19. Can Greg say the reason why he loves Rowley's father when the arrow lands on Rowley's father?

*Answer: No, he only stammers "I love you because your moustache ..... because...."*

20. What is Rowley's confession when they are on the Cranium Shake?

*Answer: Once he went to bathroom and did not wash his hands*

21. What is Greg's confession when they are on the Cranium Shake?

*Answer: He used Rowley's toothbrush to remove the dog poop from is shoe*

22. Why is Rowley's family disappointed with him?

*Answer: Because they were late; because they could not find him at the agreed point at the agreed time*

23. Does Rowley get sad when his mother says "we are disappointed with you"? Why?

*Answer: Yes. Because he thinks that his mother's saying "we are disappointed with you" is worse than yelling or punishing*

24. Does Greg get sad when Rowley's mother says "we are disappointed with you"? Why?

*Answer: No. Because his parents yell at him and Rowley's mother did not*

25. What is Rowley's comment on Greg's opinion that "your mother did not yell nor punished"?

*Answer: You are used to be scolded*

**Discuss the meanings of the following expressions and give examples:**

1. Keep your eyes down
2. I am close to getting
3. Indoor person
4. Outdoorsy type kid
5. Have eye on somebody
6. Hand
7. Shape up to be the worst summer
8. What are you up to
9. Land on!
10. Scream their heads off
11. School is not out yet
12. Kick off
13. I'd be honored to do
14. What the heck that
15. Mean than much for somebody
16. Hang out together
17. Put in more time
18. Be right over
19. Sign up
20. Give a few pointers
21. Wow!
22. Go round back
23. Fake job
24. Come up with
25. Be drowning

26. Click with someone
27. Scary rides
28. There is no line to Cranium Shaker?
29. Rock back and forth
30. In case we don't make it
31. Slow it down!
32. Big deal!
33. Hit the hay
34. Sleepyhead
35. I don't think so
36. Sneak
37. Be stuffed
38. Fill up on vegetables
39. Drop somebody off
40. Rack up
41. Mess up
42. Buy it /Don't buy it

## APPENDIX C

### EXPERIMENTAL GROUP

SUBJECTS	PRE-TEST				POST-TEST			
	GRAMMAR	VOCABULARY	READING	LISTENING	GRAMMAR	VOCABULARY	READING	LISTENING
1	29	12.87	13.0347	20	88	100	86.2075	80
2	20	14.3	8.6898	8	90	97	93.1041	96
3	19	10.01	8.6898	12	93	86	75.8626	100
4	23	11.44	11.5864	24	77	97	86.2075	92
5	39	18.59	15.9313	20	85	93	100.0007	76
6	10	12.87	17.3796	12	97	90	96.5524	88
7	15	14.3	10.1381	24	100	79	79.3109	96
8	20	15.73	10.1381	20	89	99	65.5177	92
9	22	21.45	11.5864	28	79	97	82.7592	84
10	38	17.16	11.5864	24	88	91	89.6558	72
11	21	8.58	14.483	28	85	87	72.4143	96
12	18	11.44	13.0347	20	95	97	72.4143	100
13	22	10.01	15.9313	28	73	96	86.2075	100
14	25	12.87	13.0347	24	80	84	89.6558	88
15	15	14.3	17.3796	12	92	83	93.1041	84
16	19	10.01	15.9313	28	100	86	100.0007	68
17	38	14.3	13.0347	20	89	89	96.5524	88
18	17	17.16	11.5864	28	77	94	75.8626	96
19	10	11.44	20.2762	36	83	89	86.2075	64
20	22	21.45	14.483	20	86	86	86.2075	96

CONTROL GROUP

SUBJECTS	PRE-TEST				POST-TEST			
	GRAMMAR	VOCABULARY	READING	LISTENING	GRAMMAR	VOCABULARY	READING	LISTENING
1	30	14.3	11.5864	8	67	79	41.3796	32
2	20	17.16	10.1381	12	79	86	68.966	28
3	15	7.15	7.2415	4	80	80	72.4143	24
4	40	10.01	13.0347	20	95	63	65.5177	36
5	50	21.45	14.483	16	100	67	62.0694	40
6	10	11.44	17.3796	8	96	54	55.1728	40
7	25	12.87	8.6898	16	87	70	75.8626	52
8	21	18.59	11.5864	24	88	60	48.2762	48
9	33	24.31	10.1381	32	89	80	55.1728	32
10	42	15.73	13.0347	24	88	57	62.0694	36
11	22	8.58	15.9313	20	95	67	58.6211	36
12	20	4.29	14.483	28	62	60	44.8279	44
13	19	5.72	17.3796	12	100	60	65.5177	36
14	14	8.58	11.5864	20	65	79	75.8626	40
15	11	11.44	15.9313	28	88	81	86.2075	48
16	16	7.15	14.483	28	75	79	65.5177	32
17	38	15.73	11.5864	32	86	74	62.0694	36
18	17	18.59	13.0347	20	89	63	65.5177	36
19	12	12.87	18.8279	16	86	56	44.8279	28
20	14	17.16	14.483	24	88	46	41.3796	48